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HANDBOOK
OF
ADULT EDUCATION
in the United States

1934

COMPILED UNDER THE AUSPICES OF THE
AMERICAN ASSOCIATION FOR ADULT EDUCATION



AMERICAN ASSOCIATION FOR ADULT EDUCATION
SIXTY EAST FORTY-SECOND STREET, NEW YORK CITY

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PREFACE

Since the completion of the first studies of adult education in the United States initiated by the Carnegie Corporation in 1924, the need for a carefully prepared and adequate handbook of adult education has become increasingly apparent. Such a handbook, it was felt, should include both a directory of national organizations engaged in adult education and a listing of local adult education efforts of national importance. This book is an attempt to meet that need. It represents the first attempt in the United States to correlate in convenient reference form data relating to the many activities that have come to term themselves adult education enterprises during the last decade.

The formation of the American Association for Adult Education in 1926 and the announcement of the chief function of the Association as a clearing house for information about adult education only served to emphasize the need for the publication of a handbook. During the first two years of the existence of the Association contacts were made with more than four hundred organizations of national scope or national importance which were then dealing with the instructional and recreational problems of adults. In the six years that have followed, the list has grown in length. In fact, the activities of the Association have been directed to a qualitative appraisal of programs labeled adult educational rather than to the lesser, initial task of identifying certain organizational activities as adult education. The unprecedented growth of the use of the term adult education has quite relieved the Association from the burden of propagandizing for the idea. In these years the difficult task has been to single out those enterprises free from the element of profit, of propaganda, or of other ulterior motive. The necessity of making such distinctions has become even more important during the last several years when, as was inevitably to be expected, charlatanism and profit-seeking have led traders in the market place to the belief that high financial returns could be realized from an unsuspecting adult public just becoming conscious of its educational opportunities as adults.

It is perhaps impossible to explain logically the basis upon which the Association has made its decisions as to inclusion or exclusion from these pages of enterprises flying the banner of adult education. The

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initial decision to exclude the profit-seekers was influenced by that provision in the constitution of the American Association which withholds from membership those organizations "whose educational work is conducted for profit." On the surface, this distinction seems easy of application; in actual practice, however, the compilers of this volume have been faced with many border-line cases. As the following pages will show, the disposition has been to exclude those organizations of which the ultimate, even if undisclosed, objective was suspected to be financial gain. But even here, the compilers have not been entirely logical, for inclusion has been made of certain extension programs conducted for the purpose of making a profit for the parent institutions. Justification for this action lies in the fact that the profits derived, in every case included, have reverted to educational, as distinguished from commercial, uses.

It should be stated that mere inclusion or listing in this handbook carries with it no implication of blanket approval either of the administrative or of the academic policies followed by the sponsor of the program. This book is intended for the use of those who desire an acquaintance with the main facts relating to adult education in the United States of America and who will appreciate the compilation of those facts in convenient reference form. It is quite evident to the compilers that there may have been errors committed both in the inclusion and in the exclusion of material that has been brought to their notice or which they have been successful in securing from many sources.

The publishers of the handbook have been the recipients of most valuable and most generously donated services and advice from some forty persons and organizations. Without their help the issuance of this book would have been impossible. To them the editor and her associates express most sincere appreciation and thanks. Especially does this sense of obligation extend to the contributors of articles on various subsections of the adult education field. These articles have been supplied without fee and without even the promise of recognition for the considerable labor and sometimes arduous study involved.

Upon the reception which this book receives will depend the future policy of the Association with reference to successive editions. It is hoped that interest aroused will justify the commencement of a revision immediately and the adoption of a policy of reissuance biennially.

The book is being placed on the market at prices designed to cover only the production cost of publication and of distribution. It would have been quite impossible to attempt this work without the subvention provided by the Carnegie Corporation of New York. In 1932 a grant

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of \$4,000 was made to cover the cost of the preparation of this manuscript. All of this sum has been expended for the purpose indicated and none of it has been charged against possible future receipts from the sale of the volume. The American Association for Adult Education, its friends, and the users of this handbook owe a debt of gratitude to the Carnegie Corporation for its generous assistance.

Friendly critics of the Association and of the handbook will no doubt be puzzled by the admixture of so-called "cultural" adult education and of adult vocational education as represented in the handbook. In the past, there have been at times differences of opinion in the councils of the Association with regard to emphasis upon the vocational and the cultural content of adult education. Arguments have ensued from which the extremists of both points of view have emerged not unscathed. To these friendly critics of both persuasions the justification offered for any possible confusion of interpretation in this matter is the belief expressed both in annual reports and in the Journal of the Association that the middle ground is the only wise position for the Association. In American life it seems wholly impossible to separate vocational motives from those termed cultural or avocational. In the well-rounded and properly adjusted individual these two motives or interests are indissolubly mixed. A precisely similar argument should be presented to those who would divorce education and recreation.

The perfect adult education program (which so far has not appeared) would present to the individual a nicely balanced offering of personal adjustment (including both educational and vocational guidance), of vocational training, and of cultural or avocational activity, including as large an element of so-called recreation as the individual might require. All of the elements mentioned are included in this handbook of adult education. It remains for the far-sighted adult educator to offer each one in its proper proportion to the individuals that come under his leadership and instructional care. But no formula applicable to Americans *en masse* can possibly be valid. Each program must be made out with the most careful reference to the attitudes and interests of the individuals concerned. These attitudes and interests more often than not are obscure and undisclosed, difficult of discovery, and seldom are revealed to the educator without sympathetic individual conference. To those adult educators willing to undertake this important task of personal counseling, this handbook should be of value. To their use it is dedicated.

No preface to the first edition of this handbook would be complete without a tribute to the devotion and care that have gone into these

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compilations on the part of the editor, Miss Dorothy Rowden. Almost a year and a half of painstaking effort is represented in these pages—a bit of educational pioneering worthy of admiration and respect.

—MORSE A. CARTWRIGHT, *Director*,
American Association for Adult Education.

New York, N. Y.
December 7, 1933

AGRICULTURAL EXTENSION

The national agricultural extension system, the largest single adult education organization in the United States, was established in 1914 by the Smith-Lever Law for the purpose of enlarging and coordinating numerous programs of extension work already begun by the agricultural colleges, county governments, and the United States Department of Agriculture. The Federal agricultural extension plan calls for instruction of adults not in schools, in "subjects relating to agriculture and home economics."

The work is administered by the various states through extension departments of the agricultural colleges or the agricultural departments of state universities. Each state program must be approved by the extension service of the Department of Agriculture. Financial support is given by the Department of Agriculture to the states for the most part on a "matching" basis. The states in turn make appropriations to county governments that are willing to employ extension agents to carry on programs. For the fiscal year ending June 30, 1932, something over \$25,000,000 was expended for agricultural extension work throughout the nation. Of this amount almost \$10,000,000 came from Federal sources, and over \$15,000,000 from state and county sources. Every state carries on work in agricultural extension, and almost three-fourths of the counties have been employing one or more agents.

The total number of professional workers in July, 1932, was 5,929. Of these about 1,150 were specialists on the state staffs and the remainder were county workers. There are three main types of county workers: those teaching adult farmers in agriculture; those teaching adult women in home economics; and those leading boys' and girls' clubs. By far the most widespread work is that among adults.

In 1931, adults on farms conducted over 1,190,000 local demonstrations for the purpose of improving practices in agriculture and home economics. There is considerable diversity in these local projects. Some are in child care and training, in home health and sanitation, in clothing, in foods and nutrition, as well as in the technical aspects of agriculture. Vocational efficiency is the basis of the program at all times, however. Many lay persons participate in the process. Farmers and their

wives become teachers or at least assistant teachers, cooperating with the county extension agents. The county agents are not specialists but draw upon the specialists of the state staffs. The work must be distinctly understood as informal teaching and must be distinguished from research and experimentation. At present twelve important methods of extension teaching are used, only one of these being the demonstration of methods found good through experience, research, or experimentation.

Thorough studies have been made of the results of extension teaching in terms of changed practices. In seven typical counties in four states, it was discovered that on three farms out of four important changes in practices had been made as a result of extension work.

Great variety in state extension programs is evident. This is the result of wise national administration, as well as of differences in types of farming, climate, and philosophies of education among state administrators. In the North and West, close but informal relations are maintained with county farm bureaus which grew up around the county agents. In twelve states active parent education programs have been developed. Wide use is made of the radio as a teaching device. Some states have encouraged separate organizations for women, while many have not. In a minority of the states ventures have been made in music and amateur dramatics.

Agricultural extension workers have made plans for the formation of the National Cooperative Extension Workers' Association. Its purposes will be the improvement of professional training and standards and the discussion of educational problems and policies. The annual reports of the Extension Service of the United States Department of Agriculture contain a variety of data in regard to the development of agricultural extension. The services of the state agricultural extension agencies are described below.

In addition to work being conducted under the Federal, state, and county agricultural extension systems, many other adult education activities are being carried on in rural areas. Chief among these is the county library described on p. 75.

In two states particularly, California and Delaware, the public schools are organized to reach farm residents in a systematic fashion. In a number of small cities in California, adult education departments of high schools also meet the needs of the farm population in the surrounding territory. The State Department of Education assists adult education in high schools in the same way it does the conventional work in secondary education. In Delaware about 5,000 adults a year are

attending numerous small classes organized by the State Department of Education in cooperation with local school authorities and with the parent-teacher associations. For further details about state programs in adult education, see p. 161.

Many of the services of university extension departments are peculiarly needed by or adapted to the small rural community. An example is the package library, perhaps much more needed in small places that do not have libraries than in cities. The same may be said of such services as providing speakers for lectures, offering correspondence instruction, sending out news letters, and giving assistance to little theater groups. A list of university extension activities appears on p. 254.

The farm organizations are active in promoting informal educational work. For example, each local grange has a "worthy lecturer," who conducts an educational hour at every meeting. The lecture hour, placed in the ritual by the founders of the grange, is the "educational department" of the grange, and its long history and stability is said by numerous officials to be due mainly to the fact that a variety of educational programs has been maintained.

Some local rural churches are attempting systematic programs, ranging from the conventional religious instruction in church schools, to forums, study groups, and lectures on such topics as international relations, race relations, and economics. In the arts there are many local developments which have been largely initiated by the agricultural colleges and the state universities.

There are a small number of folk schools in rural areas, some of them newly organized on an experimental basis, some established by Danish immigrant farmers as early as 1874.

Many community organizations are carrying on informal adult education activities, although they are not so labeled. The small and comparatively isolated community seems to be acquiring a special interest in the radio, and to be establishing important educational contacts through it. Ordinarily the rural community is interested in the same type of program as the city, but it also seems to want to a small extent special programs designed to meet its own peculiar interests in agriculture and local government.

In general, it may be said that the facts and philosophies underlying the adult education movement have already been demonstrated as significant for the village and farm communities of the United States.

—BENSON Y. LANDIS, *Executive Secretary*,
American Country Life Association.

Following are outlines of agricultural extension and rural adult education programs conducted under the auspices of the various states. With the exception of the number of local leaders, where the figures given are for 1931, all statistics are for the year 1932. Figures given were supplied by the United States Department of Agriculture. The list is arranged alphabetically by state.

ALABAMA POLYTECHNIC INSTITUTE, Agricultural Extension Service, Auburn, Ala., L. N. Duncan, *dir.*

Program of teaching adult farmers not in schools in subjects relating to agriculture and home economics, supplementing and working through agents employed by various counties; on state staff are specialists in many subjects, including marketing, clothing, handicraft, agronomy;

Extension workers include: 69 white, 22 Negro county agricultural agents; 46 white, 15 Negro home demonstration agents; 2 white and 1 Negro state club agents; 4,952 men, 4,419 women voluntary local leaders working with adults; 17,243 men and 34,165 women members of local lay groups reached through adult result demonstrations; 1,175 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Tucson, Ariz., P. H. Ross, *dir.*

Extension teaching in agriculture and home economics; state service employs specialists who supplement work of county agents working in cooperation with numerous lay leaders; specialists in economics, agronomy, clothing, horticulture;

Extension workers include: 18 county agricultural agents, 7 home demonstration agents; 1 state club agent; 218 men, 136 women voluntary local leaders working with adults; 1,218 men, 2,162 women members of local lay groups reached through adult result demonstrations; 8 adult leader training meetings held.

UNIVERSITY OF ARKANSAS, Agricultural Extension Service, Federal Bank and Trust Bldg., Little Rock, Ark., Dan T. Gray, *dir.*

Assists county farm and home extension agents in administering extension program among informal groups of men and women, particularly through varieties of demonstrations, state staff includes specialists in nutrition, home management, household arts, marketing, economics, etc.;

Extension workers include: 65 white, 22 Negro county agricultural agents; 54 white, 8 Negro home demonstration agents; 2 white state club agents; 2,933 men, 3,416 women voluntary local leaders working with adults; 4,257 agricultural and 30,754 home demonstration members of local lay groups reached through adult result demonstrations; 526 leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Berkeley, Calif., B. H. Crocheron, *dir.*

Varied program of extension teaching through state specialists and county agents, working with lay leaders; specialists in economics, marketing, farm and home management, child development and parent education, and other subjects employed;

Extension workers include: 93 county agricultural agents; 33 home demonstration agents; 3 state club agents; 4,657 men, 3,435 women voluntary local leaders working with adults; 35,311 men, 13,919 women members of local lay groups reached through adult result

demonstrations; 533 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Fort Collins, Colo., F. A. Anderson, *dir.*

State-wide program of farm and home extension teaching; employs numerous specialists, including those in farm and home management, agronomy, nutrition, etc.; numerous counties of state employ farm and home demonstration agents;

Extension workers include: 35 county agricultural agents, 11 home demonstration agents; 1 state club agent; 1,380 men and 1,067 women voluntary local leaders working with adults; 645 men, 5,772 women members of local lay groups reached through adult result demonstrations; 237 adult leader training meetings held.

CONNECTICUT AGRICULTURAL COLLEGE, Agricultural Extension Service, Storrs, Conn., Benjamin W. Ellis, *dir.*

State administers teaching in agriculture and home economics; specialists on state staff include those in economics, engineering, farm and home management, clothing, rural health, etc.; counties of state employ extension agents for organizing educational projects among men and women;

Extension workers include: 12 county agricultural agents; 9 home demonstration agents; 2 state, 13 county club agents; 826 men, 452 women voluntary local leaders working with adults; 2,887 men, 5,293 women members of local lay groups reached through adult result demonstrations, 48 adult leader training meetings held.

UNIVERSITY OF DELAWARE, Agricultural Extension Service, Newark, Del., C. A. McCue, *dir.*

State activities in extension teaching of agriculture and home economics ad-

ministered in cooperation with counties; each county employs agents for work in agriculture, home making, and club work; state employs specialists in nutrition, entomology, economics, etc.;

Extension workers include: 5 county agricultural agents; 4 home demonstration agents; 3 county club agents; 29 men, 177 women voluntary local leaders working with adults; 29 men, 1,104 women members of local lay groups reached through adult result demonstrations; 7 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Gainesville, Fla., Wilmon Newell, *dir.*

Extension teaching in agriculture and home economics in cooperation with numerous counties of state; counties employ both men and women as farm or home demonstration agents; state has specialists in economics, home management, farm management, and technical subjects;

Extension workers include: 39 white, 8 Negro county agricultural agents; 31 white, 9 Negro home demonstration agents; 1 white state club agent; 446 men, 824 women voluntary local leaders working with adults; 1,363 men, 8,012 women members of local lay groups reached through adult result demonstrations; 232 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Athens, Ga., J. Phil Campbell, *dir.*

Extension teaching in agriculture and home economics maintained in cooperation with numerous counties of state; many counties employ farm or home demonstration agents who organize educational projects with cooperation of volunteers; state staff makes available variety of specialists, including those in

farm and home management, engineering, landscaping, clothing, nutrition;

Extension workers include: 133 white, 17 Negro county agricultural agents; 84 white, 20 Negro home demonstration agents; 2 white state club agents; 8,700 men, 3,981 women voluntary local leaders working with adults; 17,019 men, 26,013 women members of local lay groups reached through adult result demonstrations; 1,710 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Moscow, Idaho, E. J. Iddings, *dir.*

Numerous counties of state cooperate in administering state's program of extension teaching in agriculture and home economics; state employs directors and specialists, including those in agronomy, farm management, clothing, and seed analysis; counties interested employ farm and home agents;

Extension workers include. 30 county agricultural agents; 7 home demonstration agents; 2 county club agents; 785 men, 461 women voluntary local leaders working with adults; 801 men and 6,610 women members of local lay groups reached through adult result demonstrations; 62 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Urbana, Ill., Herbert W. Mumford, *dir.*

College administers state's program of extension teaching in agriculture and home economics; numerous counties cooperate by making appropriations for employment of men and women as extension agents; college maintains large staff of specialists who supplement work of county agents and help them train volunteer leaders;

Extension workers include: 113 county agricultural agents; 36 home

demonstration agents; 5 state and 4 county club agents, 7,969 men, 5,411 women voluntary local leaders working with adults, 53,431 men, 16,653 women members of local lay groups reached through adult result demonstrations, 2,167 adult leader training meetings held.

PURDUE UNIVERSITY, Agricultural Extension Service, Lafayette, Ind., John H. Skinner, *dir.*

State extension service directs extension program in home economics and agriculture, in cooperation with various counties of state which employ full-time agents; state employs large number of specialists who assist county agents and lay leaders;

Extension workers include: 88 county agricultural agents; 12 home demonstration agents; 7 state, 5 county club agents; 4,460 men, 3,669 women voluntary local leaders working with adults; 27,417 men, 29,302 women members of local lay groups reached through adult result demonstrations; 702 adult leader training meetings held.

IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, Agricultural Extension Service, Ames, Iowa, R. K. Bliss, *dir.*

Staff of directors and specialists carries on state program of instruction in agriculture and home economics, working through numerous county agents and lay leaders cooperating with them;

Extension workers include: 111 county agricultural agents; 23 home demonstration agents; 6 state and 4 county club agents; 8,656 men, 9,632 women voluntary local leaders working with adults; 34,150 men and 66,206 women members of local lay groups reached through adult result demonstrations; 7,603 adult leader training meetings held.

STATE AGRICULTURAL COLLEGE, Agricultural Extension Service, Manhattan, Kan., H. J. C. Umberger, *dir.*

State works through numerous employed county agents and lay leaders cooperating with them, and carries on varied program of instruction in agriculture and home economics;

Extension workers include: 84 county agricultural agents; 31 home demonstration agents; 4 state and 2 county club agents; 3,435 men, 4,671 women voluntary local leaders working with adults; 21,084 men, 10,274 women members of local lay groups reached through adult result demonstrations; 2,230 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Lexington, Ky., Thomas P. Cooper, *dir.*

State staff of directors and specialists, working through numerous employed county agents and lay leaders cooperating with them, carries on varied program of instruction in agriculture and home economics,

Extension workers include: 95 white, 4 Negro county agricultural agents; 32 white home demonstration agents; 7 white state club agents; 5,224 men, 3,322 women voluntary local leaders working with adults, 6,932 men, 9,176 women members of local lay groups reached through adult result demonstrations; 961 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Baton Rouge, La., J. W. Bateman, *dir.*

Director and specialists administer adult education in subjects relating to agriculture and home economics, working in cooperation with numerous county agents and lay leaders; specialists in rural organization and economics and in various branches of agriculture;

Extension workers include: 70 white, 11 Negro county agricultural agents, 46 white, 6 Negro home demonstration agents; 2 white state club agents; 4,050 men, 3,074 women voluntary local leaders working with adults; 1,767 men, 15,097 women members of local lay groups reached through demonstrations; 550 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Orono, Me., Arthur L. Deering, *dir.*

State administers, in cooperation with numerous counties which employ county extension agents, adult education program in agriculture and home making; also makes available service of specialists in engineering, crops, marketing, clothing, foods, home management, etc.;

Extension workers include: 17 county agricultural agents; 15 home demonstration agents; 2 state and 7 county club agents; 1,415 men, 2,180 women voluntary local leaders working with adults; 13,987 men, 7,385 women members of local lay groups reached through adult result demonstrations; 69 adult leader training meetings held.

UNIVERSITY OF MARYLAND, Agricultural Extension Service, College Park, Md., Thomas B. Symons, *dir.*

Adult education program among farm men and women not in schools in agriculture and home making, in cooperation with various counties which employ extension agents; lay leaders cooperate in educational projects; specialists in many subjects are on state staffs, including farm management, landscape gardening, clothing, and nutrition;

Extension workers include: 31 white, 2 Negro county agricultural agents; 25 white, 2 Negro home demonstration agents; 2 white state club agents; 779 men, 1,238 women voluntary local

leaders working with adults; 9,256 men, 8,637 women members of local lay groups reached through adult result demonstrations; 389 adult leader training meetings held.

MASSACHUSETTS STATE COLLEGE, Agricultural Extension Service, Amherst, Mass., William A. Munson, *dir.*

Courses in agriculture and home economics, in cooperation with various counties; counties employ extension agents, who cooperate with many lay leaders of educational projects, state employs directors and specialists in economics, farm management, child development, nutrition, and clothing;

Extension workers include. 22 county agricultural agents; 17 home demonstration agents; 5 state and 26 county club agents; 673 men, 2,640 women voluntary local leaders working with adults; 36 men, 25,414 women members of local lay groups reached through adult result demonstrations; 379 adult leader training meetings held.

MICHIGAN STATE COLLEGE, Agricultural Extension Service, East Lansing, Mich., Robert J. Baldwin, *dir.*

Agricultural and home economics programs of adult education, in cooperation with numerous counties which employ extension agents; many lay leaders assist in educational projects, state specialists in economics, engineering, farm crops, home economics, child care, landscaping, and many other subjects;

Extension workers include: 71 county agricultural agents; 8 home demonstration agents; 9 state and 11 county club agents; 2,263 men, 2,571 women voluntary local leaders working with adults, 2,630 men, 13,652 women members of local lay groups reached through adult result demonstrations; 1,096 adult leader training meetings held.

UNIVERSITY FARM, Agricultural Extension Service, St. Paul, Minn., F. W. Peck, *dir.*

Extensive program in agriculture and home economics, in cooperation with numerous counties of state; counties employ agents who are assisted by many lay leaders in educational projects; state employs staff of specialists, including those in agronomy, exhibits, farm management, soils, child development, home management, and organization;

Extension workers include: 64 county agricultural agents, 17 home demonstration agents, 7 state and 6 county club agents; 9,488 men, 4,059 women voluntary local leaders working with adults; 17,614 men, 22,312 women members of local lay groups reached through adult result demonstrations; 1,131 adult leader training meetings held.

MISSISSIPPI STATE COLLEGE, Agricultural Extension Service, Starkville, Miss., L. A. Olson, *dir.*

In cooperation with various counties which employ agents, has program in agriculture and home economics; lay leaders assist in educational projects; employs specialists in engineering, farm management, forestry, and horticulture,

Extension workers include: 74 white, 22 Negro county agricultural agents; 53 white, 23 Negro home demonstration agents; 5 white, 1 Negro state club agents; 2,862 men, 3,075 women voluntary local leaders working with adults; 16,397 men, 21,478 women members of local lay groups reached through adult result demonstrations; 820 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Columbia, Mo., R. R. Thomasson, *asst. dir.*

Extension work in agriculture and home economics, in cooperation with

counties of state which employ extension agents; employs specialists on state staff in economics, engineering, home management, health;

Extension workers include: 71 county agricultural agents; 16 home demonstration agents; 4 state club agents; 9,723 men, 5,059 women voluntary local leaders working with adults; 10,948 men, 19,113 women members of local lay groups reached through adult result demonstrations; 710 adult leader training meetings held.

STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, Agricultural Extension Service, Bozeman, Mont., J. C. Taylor, *dir.*

State administers program in agriculture and home economics, in cooperation with various counties of state which employ extension agents; lay leaders assist in local educational projects; employs specialists on state staff in farm economics, farm management, home management, clothing, and nutrition;

Extension workers include: 32 county agricultural agents; 10 home demonstration agents; 2 state club agents; 1,358 men, 1,150 women voluntary local leaders working with adults; 2,180 men, 5,166 women members of local lay groups reached through adult result demonstrations; 176 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Lincoln, Nebr., W. H. Brokaw, *dir.*

Promotes and administers extension teaching in agriculture and home economics, working through agents employed by counties; specialists on state staff include those in community organization, farm management, home beautification, and home management;

Extension workers include: 52 county

agricultural agents; 16 home demonstration agents; 4 state, 1 county club agents; 3,327 men, 4,716 women voluntary local leaders working with adults, 41,820 men, 30,273 women members of local lay groups reached through adult result demonstrations; 1,110 adult leader training meetings held.

UNIVERSITY OF NEVADA, Agricultural Extension Service, Reno, Nev., Cecil W. Creel, *dir.*

Demonstration and other methods of teaching agriculture and home economics; various counties of state employ men and women as agents; state employs specialists in farm and home economics;

Extension workers include: 14 county agricultural agents; 6 home demonstration agents; 343 men, 462 women voluntary local leaders working with adults; 829 men, 1,812 women members of local lay groups reached through adult result demonstrations; 99 adult leader training meetings held.

COLLEGE OF AGRICULTURE AND MECHANIC ARTS, Agricultural Extension Service, Durham, N. H., J. C. Kendall, *dir.*

Makes available specialists in economics, farm and home management, and other subjects, through county extension agents; state administers program of extension in agriculture and home economics;

Extension workers include: 13 county agricultural agents; 11 home demonstration agents; 2 state and 13 county club agents; 633 men, 1,097 women voluntary local leaders working with adults; 5,897 men, 6,013 women members of local lay groups reached through adult result demonstrations; 174 adult leader training meetings held.

NEW JERSEY STATE AGRICULTURAL COLLEGE, Agricultural Extension Service, New Brunswick, N. J., H. J. Baker, *dir.*

Varied program of extension activities in agriculture and home making; counties employ numerous agents who cooperate with state directors and specialists in such subjects as child training and parent education;

Extension workers include: 25 county agricultural agents, 20 home demonstration agents; 9 county club agents; 1,111 men, 1,336 women voluntary local leaders working with adults; 7,564 men, 69,699 women members of local lay groups reached through adult result demonstrations; 217 adult leader training meetings held.

COLLEGE OF AGRICULTURE AND MECHANIC ARTS, Agricultural Extension Service, State College, N. M., W. L. Elser, *dir.*

Extension teaching in rural areas in agriculture and home economics, in cooperation with various county farm and home agents; state staff has specialists in home economics and various branches of agriculture;

Extension workers include: 22 county agricultural agents; 11 home demonstration agents, 495 men, 358 women voluntary local leaders working with adults; 913 men, 3,652 women members of local lay groups reached through adult result demonstrations, 96 adult leader training meetings held.

NEW YORK STATE COLLEGE OF AGRICULTURE, Agricultural Extension Service, Ithaca, N. Y., L. R. Simons, *dir.*

Agriculture and home economics program administered in cooperation with numerous counties which employ extension agents; county agents make specialists available for local services in farm

economics, engineering, floriculture, home economics, and rural social organization;

Extension workers include: 83 county agricultural agents; 52 home demonstration agents, 3 state, 42 county club agents; 7,188 men, 10,202 women voluntary local leaders working with adults; 36,089 men, 26,684 women members of local lay groups reached through adult result demonstrations; 2,748 adult leader training meetings held

STATE COLLEGE OF AGRICULTURE AND ENGINEERING, Agricultural Extension Service, Raleigh, N. C., I. O. Schaub, *dir.*

Through cooperating counties which employ agents, program of extension projects in agriculture and home economics carried on; makes specialists available for services through county agents in farm management, home economics, organization, and credit problems;

Extension workers include: 94 white, 21 Negro county agricultural agents; 59 white, 8 Negro home demonstration agents; 1 white state club agent, 2,665 men, 3,244 women voluntary local leaders working with adults; 5,898 men, 27,879 women members of local lay groups reached through adult result demonstrations; 1,035 adult leader training meetings held.

NORTH DAKOTA AGRICULTURAL COLLEGE, Agricultural Extension Service, Fargo, N. D., C. F. Monroe, *dir.*

Rural extension work in cooperation with various counties employing agents who direct local projects in agriculture and home economics; specialists in various branches of agriculture and home making assist in carrying out local programs;

Extension workers include: 34 county agricultural agents; 6 home demonstra-

tion agents; 2 state club agents; 1,480 men, 2,854 women voluntary local leaders working with adults; 1,228 men, 6,824 women members of local lay groups reached through adult result demonstrations; 390 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Columbus, Ohio, H. C. Ramsower, *dir.*

Diversified program of adult education in agriculture and home economics through cooperating counties which employ extension agents; state staff makes specialists available for local services through county agents in agricultural education, engineering, farm management, gardening, home furnishings, nutrition, home management,

Extension workers include: 79 county agricultural agents; 27 home demonstration agents; 5 state, 11 county club agents; 12,445 men, 7,817 women voluntary local leaders working with adults; 26,269 men, 11,480 women members of local lay groups reached through adult result demonstrations; 970 adult leader training meetings held.

AGRICULTURAL AND MECHANICAL COLLEGE, Agricultural Extension Service, Stillwater, Okla., D. P. Trent, *dir.*

Home economics and agricultural extension through cooperating county governments which employ extension agents; specialists in economics, farm and home management, child development and parent education, and clothing;

Extension workers include: 76 white, 10 Negro county agricultural agents; 62 white, 6 Negro home demonstration agents; 4 state white club agents; 4,571 men, 3,122 women voluntary local leaders working with adults; 4,146 men, 22,137 women members of local lay groups reached through adult result

demonstrations; 950 adult leader training meetings held.

STATE AGRICULTURAL COLLEGE, Agricultural Extension Service, Corvallis, Ore., Paul V. Maris, *dir.*

Program in home economics and agriculture; various counties employ extension agents who carry on local programs; state staff has specialists in such subjects as economics, marketing, home management, and nutrition;

Extension workers include: 38 county agricultural agents; 8 home demonstration agents; 3 state and 8 county club agents; 628 men, 607 women voluntary local leaders working with adults, 1,096 men, 2,938 women members of local lay groups reached through adult result demonstrations; 241 adult leader training meetings held.

PENNSYLVANIA STATE COLLEGE, Agricultural Extension Service, State College, Pa., M. P. McDowell, *dir.*

Extension teaching in various subjects relating to agriculture and home economics; various counties employ men and women agents who promote programs in local communities; specialists in different fields of farm and home management, landscape gardening, rural organization, nutrition, clothing;

Extension workers include: 76 county agricultural agents; 49 home demonstration agents; 6 state club agents; 4,115 men, 1,148 women voluntary local leaders working with adults; 10,383 women members of local lay groups reached through adult result demonstrations; 97 adult leader training meetings held.

RHODE ISLAND STATE COLLEGE, Agricultural Extension Service, Kingston, R. I., George E. Adams, *dir.*

State-wide program of adult education in agriculture and home economics,

through district agents carrying on local programs and specialists in various branches of agriculture and home making;

Extension workers include. 4 county agricultural, 4 home demonstration, 1 state and 3 county club agents; 399 men, 207 women voluntary local leaders working with adults; 867 men, 2,222 women members of local lay groups reached through adult result demonstrations; 48 adult leader training meetings held.

CLEMSON AGRICULTURAL COLLEGE, Agricultural Extension Service, Clemson College, S. C., W. W. Long, *dir.*

State organization directs and coordinates adult education in agriculture and home economics, through county government employing extension agents, and through specialists in various subjects relating to farm business and farm home;

Extension workers include: 55 white, 14 Negro county agricultural agents; 51 white, 12 Negro home demonstration agents; 3 white state club agents; 695 men, 833 women voluntary local leaders working with adults, 1,660 men, 27,692 women members of local lay groups reached through adult result demonstrations; 253 adult leader training meetings held.

STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, Agricultural Extension Service, Brookings, S. D., C. Larsen, *dir.*

Rural extension work at agricultural college through specialists in subjects relating to agriculture and home economics and through extension agents employed by cooperating county governments;

Extension workers include: 27 county agricultural agents; 16 home demonstration agents; 2 state and 4 county club

agents; 1,132 men, 4,371 women voluntary local leaders working with adults; 2,477 men, 9,232 women members of local lay groups reached through adult result demonstrations; 915 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Knoxville, Tenn., Charles A. Keffer, *dir.*

Extension program in agriculture and home economics, carried on in cooperation with various counties that employ extension agents; specialists on state staff include those in community service, farm management, health, sanitation and home management;

Extension workers include: 86 white, 4 Negro county agricultural agents; 44 white, 4 Negro home demonstration agents; 2 white state club agents; 2,897 men, 1,604 women voluntary local leaders working with adults; 6,586 men, 21,012 women members of local lay groups reached through adult result demonstrations; 486 adult leader training meetings held.

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS, Agricultural Extension Service, College Station, Tex., O. B. Martin, *dir.*

State agricultural college is administrative unit for extension program in agriculture and home economics; work done largely through cooperation of various counties which employ extension agents; specialists in agricultural engineering, landscape gardening, home improvement, and rural women's organizations;

Extension workers include: 182 white, 29 Negro county agricultural agents; 129 white, 22 Negro home demonstration agents; 1 state club agent; 5,385 men, 2,561 women voluntary local leaders working with adults; 9,593 men, 45,813 women members of local

lay groups reached through adult result demonstrations; 1,739 adult leader training meetings held.

UTAH STATE AGRICULTURAL COLLEGE, Agricultural Extension Service, Logan, Utah, William Peterson, *dir.*

Extension teaching in agriculture and home economics, with cooperation of employed county agents and various specialists including those in home reading, home and farm management, and technical aspects of agriculture;

Extension workers include: 24 county agricultural agents; 8 home demonstration agents; 2 state club agents; 1,928 men, 903 women voluntary local leaders working with adults; 5,928 men, 5,615 women members of local lay groups reached through adult result demonstrations; 319 adult leader training meetings held.

STATE AGRICULTURAL COLLEGE, Agricultural Extension Service, Burlington, Vt., Joseph E. Carrigan, *dir.*

Program in agriculture and home economics, with cooperation of various county agents; employs specialists on state staff in farm and home management, marketing, nutrition, and clothing;

Extension workers include: 15 county agricultural agents; 12 home demonstration agents; 2 state and 11 county club agents; 710 men, 896 women voluntary local leaders working with adults; 5,942 men, 7,047 women members of local lay groups reached through adult result demonstrations; 114 adult leader training meetings held.

VERMONT COMMISSION ON COUNTRY LIFE, 162 College St., Burlington, Vt., Henry F. Perkins, *ex. vice-pres.*

Has made survey of educational and other facilities of state, and has pub-

lished recommendations for future program; officers and committees carry on work by making recommendations known to clubs, church groups, granges, etc., and by encouraging studies of local needs in the light of the Commission's judgment; headquarters, office of Eugenics Survey of Vermont; Regional Library Experiment being carried on in charge of trained librarian who assists local librarians in improving service; legislative committee aids in supporting or discouraging passage of laws agreeable to policies of the Commission and the best interests of Vermont; membership, 200.

VIRGINIA POLYTECHNIC INSTITUTE, Agricultural Extension Service, Blacksburg, Va., John R. Hutcheson, *dir.*

Specialists in community organization, rural sociology, home improvement, landscape gardening, and farm and home management who assist county agents and local groups in carrying out projects in agriculture and home economics; state administers adult education program in these subjects among farm population;

Extension workers include: 87 white, 23 Negro county agricultural agents; 48 white, 7 Negro home demonstration agents; 2 white state club agents; 2,815 men, 2,219 women voluntary local leaders working with adults; 4,059 men, 13,850 women members of local lay groups reached through adult result demonstrations; 1,057 adult leader training meetings held.

STATE COLLEGE OF WASHINGTON, Agricultural Extension Service, Pullman, Wash., F. E. Balmer, *dir.*

Various projects in agriculture and home economics in cooperation with agents employed by counties in farm

and home management and other subjects, who are available for numerous local services;

Extension workers include: 41 county agricultural agents; 11 home demonstration agents; 1 state and 5 county club agents; 1,777 men, 1,547 women voluntary local leaders working with adults; 913 men, 8,315 women members of local lay groups reached through adult result demonstrations; 320 adult leader training meetings held.

WEST VIRGINIA UNIVERSITY, Agricultural Extension Service, Morgantown, W. Va., F. D. Fromme, *dir.*

Program administered through five distinct divisions of extension work as follows: 1. Older Four-H Club Members in 20 counties hold monthly meetings to consider problems of personal development, community interests, and leadership training, and in turn assume responsibility for helping younger club members in home economics and agricultural projects and provide leadership for meetings of recreational nature; State Volunteers' Camp at Jackson's Mill offers leadership training for 200 members of this group annually; C. H. Hartley, in charge; 2. Farm women's clubs consisting of 6,000 women in 300 rural communities hold monthly meetings for discussion of child care, home management, etc., and community problems including health, citizenship, recreation, etc.; state camp of one week's duration held annually for definite course of study on matters pertaining to home and community; Gertrude Humphreys, in charge; 3. Life Study Institutes, cooperative undertaking of Extension Division, West Virginia University, colleges of state, state Congress of Parents and Teachers, Federation of Women's Clubs and other state groups functioning under own officers organized to meet demand on part of rural people

for more formal type of study groups; offering courses in history, literature, sociology, citizenship, religion, and science; 21 groups studying; A. H. Rapping, in charge, 4. Three Regional Centers for the promotion of educational and recreational activities established in the following places: Jackson's Mill, Weston, which serves as regional recreational center for youths and adults in fifteen counties and as training school for youth and adult leadership for state, William H. Kendricks, director; Mountain Lake Institute, Mountain Lake Park, Maryland, which includes seven counties in a tri-state area, and which serves as a meeting place for numerous one-day educational gatherings, as training center for three church groups, and as center for concerts and festivals, I. S. Middaugh, director; Oglebay Institute, Oglebay Park, rural-urban educational center, with physical equipment of park of 750 acres and numerous buildings, conducting program that includes training of leaders of nature groups, nature study with 6,000 adults participating in 1932; specialists groups in astronomy, plants and birds, and series of lectures on history of music, the wise use of leisure, etc.; museum, special institutes, and conferences; musical events; Betty Eckhardt, executive secretary; 5. Specialists in livestock, horticulture, plant pathology, agronomy, home economics, farm economics and rural sociology, three-fourths of whose time is devoted to adult education.

Extension workers include: 51 white county agricultural agents; 28 white home demonstration agents; 3 state and 5 county white, 1 state and 1 county Negro club agents; 2,450 men, 2,293 women voluntary local leaders working with adults; 12,673 men, 14,703 women members of local lay groups reached through adult result demonstrations; 976 adult leader meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Madison, Wisc., K. L. Hatch, *assoc. dir.*

Adult education in agriculture and home economics through cooperation of counties which employ agents carrying on variety of local projects and informal groups; makes available specialists in economics and sociology, engineering, foods, clothing, and home management;

Extension workers include: 59 county agricultural agents; 6 home demonstration agents; 4 state and 6 county club agents; 3,317 men, 2,394 women voluntary local leaders working with adults; 3,978 men, 17,053 women members of local lay groups reached through adult result demonstrations; 475 adult leader training meetings held.

COLLEGE OF AGRICULTURE, Agricultural Extension Service, Laramie, Wyo., A. E. Bowmen, *dir.*

Extension program in agriculture and home economics carried on through numerous agents employed by cooperating counties; specialists in economics, clothing, and home management;

Extension workers include. 23 county agricultural agents; 10 home demonstration agents; 1 state club agent; 576 men, 1,095 women voluntary local leaders working with adults; 2,456 men, 5,681 women members of local lay groups reached through adult result demonstrations; 194 adult leader training meetings held.

See also following organizations listed under National Organizations:

AMERICAN COUNTRY LIFE ASSOCIATION
AMERICAN FARM BUREAU FEDERATION
FARMERS' EDUCATIONAL AND COOPERATIVE UNION
NATIONAL GRANGE OF THE PATRONS OF HUSBANDRY

UNITED STATES DEPARTMENT OF AGRICULTURE

Also the following articles:

LIBRARIES AND ADULT EDUCATION, p. 70.

MUSIC IN ADULT EDUCATION, p. 115.

ADULT EDUCATION FOR NEGROES, p. 124.

ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES, p. 158.

THE LITTLE THEATER, p. 225.

READING LIST

Arnold, Beatrice. Adult Education from the Rural Point of View. Washington, D. C., National Education Association. Proceedings and Addresses, 1928. p. 270-272.

———. Guiding Principles of Rural Adult Education. Thirtieth Yearbook, Part I, 1931, National Society for the Study of Education, 10 Putnam Street, Danvers, Mass.

Brunner, E. de S., and J. H. Kolb. Rural Social Trends. McGraw-Hill, 1933. 385 p.

One of the series of monographs prepared under the direction of the President's Research Committee on Social Trends. Published as Chapter X in *Recent Social Trends in the United States*.

Landis, B. Y., and J. D. Willard. Rural Adult Education. Macmillan, 1933. 240 p. Bibliography.

Interprets important programs of rural adult education in the United States and suggests measures for their improvement.

ALUMNI EDUCATION

The term "alumni education" is a comparatively new addition to the educator's vocabulary. Although many college administrators, prior to the year 1910, may have felt that there was a latent interest on the part of alumni in continuing their education, little was done to discover in what channels this interest lay, or how best to stimulate the lethargic alumnus into action. In 1916, in his inaugural address at Dartmouth College, President Hopkins declared that it was the duty of colleges and universities to establish intellectual contacts with their alumni. "Contacts with what we broadly classify as the arts and sciences are less and less possible for men of affairs," he declared. "In many a graduate the interest in or enthusiasm for these which the college arouses is, therefore, altogether likely to languish, or even die, for lack of sustenance. If the college, then, has conviction that its influence is worth seeking at the expense of four vital years in the formative period of life, is it not logically compelled to search for some method of giving access to this influence to its graduates in their subsequent years!"

This was one of the first public acknowledgments made by a university president of the need for a new basis of relationship between the alumnus and his college. The idea of alumni education spread slowly during the next decade, but from time to time various colleges reported the initiation of programs. It was for the purpose of determining how much interest there was among alumni in continuing their education and along what lines that interest had developed that a study was made in 1929 under the joint auspices of the American Association for Adult Education and the American Alumni Council, by Wilfred B. Shaw. Six months were allotted to the survey and forty-one institutions were visited by Mr. Shaw.

The study showed that alumni education is being conducted chiefly through two media, the "alumni college" and the reading program. The alumni college, institute, or conference is held immediately following commencement exercises, or at some other period during the year when alumni are likely to return to the campus. For the duration of the college, alumni are housed in dormitories and fraternity houses and, in

effect, go to college again. The daily schedule is usually as follows: mornings are allotted to lectures by faculty members and visiting lecturers; afternoons are devoted to outdoor sports; evenings are set aside for informal meetings. The reading programs conducted for alumni differ a great deal in content and in merit. In some instances programs are confined to the publication in the alumni periodical of short lists of recommended readings; in others, very carefully prepared annotated reading lists on a variety of subjects are issued frequently, the college provides recommended books on request, and the college library is prepared to supply the alumnus with bibliographies for his special needs.

"Unquestionably the most definite result of the six months' investigation," the report of the study states, "has been a demonstration that interest in a continuing educational program for college alumni is widespread among college executives and alumni officers. It is equally true, however, that up to the present time the alumni, collectively at least, do not understand the implications of the program, though there is a keen interest on the part of those to whom the suggestion has been properly presented."

A subsequent report by Mr. Shaw, based on information received from members of the American Alumni Council, published in the April, 1931, issue of the *Journal of Adult Education*, states that 76 universities and colleges had alumni education programs actively in operation, with 18 additional institutions engaged in drawing up plans for such programs.

During the winter of 1932-33 the American Association for Adult Education sent questionnaires to nearly 500 colleges and universities in the United States, asking for information regarding the extent of their alumni education programs. Returns were received from 261 colleges. Of these, 90 reported that no program of alumni education had been undertaken. In many instances the reason given was lack of funds; in other cases it was stated that there was no request from alumni for programs. On the basis of the 261 returns, it was found that 54 institutions are conducting alumni colleges, educational conferences, or institutes. Attendance ranges from a score to 500, and the duration of the meeting varies from a half-day to a week. Almost without exception subjects discussed deal with modern trends and ideas. Various aspects of the psychology, art, literature, economics and education of today are repeatedly found to be scheduled for discussion at these meetings, an evidence that alumni want instruction that will bring them up to date on subjects they studied as undergraduates. In a number of instances conferences and institutes sponsored by the college or alumni

association have been open to undergraduates and to the public, as well as to alumni. An example of this plan is the Institute of Euthenics at Vassar College (see below).

Reported methods of stimulating reading interests of alumni included the publication of book lists and book reviews in college or alumni magazines, the issuing of book lists in leaflet form, and the printing of reading lists in connection with institute or conference lectures. Ninety-five colleges stated that book lists are prepared for individual alumni on request. A notable example of alumni reading lists is a book of 155 pages, comprising 150 lists, issued by the University of Michigan, under the title, *Michigan Reading List*.

Lecture service, through which community alumni clubs are supplied with lecturers from the college faculty, is maintained by 75 institutions. The majority report that there is little demand for series of lectures on one subject; alumni prefer single lectures at irregular intervals on a variety of subjects. In some instances lecturers are sent by the institution at no expense to alumni; in others small fees are charged. At a number of institutions, lecture service is rendered by the extension department. Parenthetically, it should be noted that alumni secretaries are giving wide publicity to the many activities of the extension departments in order that alumni may make full use of the opportunities available.

Eight institutions report offering special radio lectures for alumni; others state that they are operating radio stations and broadcasting educational features, which might be valuable to alumni, but which were not addressed particularly to them.

"Personal aid service" reported as rendered by 104 colleges is a new name for an old practice. It includes the maintenance of direct contact between alumni and faculty, by means of which the alumnus may seek advice from faculty members on questions pertaining to his work. Since 1930 placement bureaus have been an important branch of this service.

The American Alumni Council is issuing an "Alumni Features Service," consisting of a series of educational articles written by eminent men and women especially for alumni magazines. The first two series on "Contemporary Thought" and on "Continued Education for Alumni" were sent to 150 alumni periodicals. Many of them used the releases in full.

The preceding account shows that steady progress is being made in the number of institutions adopting alumni education programs and that many different means are being employed to tempt the alumnus to continue his education. However, the fact must not be overlooked that

only a small percentage of the total number of alumni is being reached. This can be attributed in part to economic conditions; men and women without work can not attend alumni colleges. It does not dispose of the whole problem, however. Perhaps as the adult population comes more and more to think of education as a lifelong process alumni will naturally turn to their colleges for intellectual guidance. This is by no means the case at present.

D. R.

Among the colleges conducting programs in alumni education are those listed below. Since it is obviously impossible to include here the programs of all institutions, care has been taken to select those that illustrate the many different methods of promoting alumni education. This list is arranged alphabetically by name of institution.

ADELPHI COLLEGE, THE ADELPHI COLLEGE ALUMNAE ASSOCIATION, Bellport, N. Y., Genevieve B. Earle, *chmn.*

Two-day conference on Social Trends, October, 1933; books reviewed in alumnae bulletin, alumnae given privilege of borrowing books from college library.

ALLEGHENY COLLEGE, Meadville, Pa.

First alumni college held in fall of 1932; program included addresses by nationally known speakers, one-half day of lectures and discussion groups for teachers and opening of all college classes to alumni; alumni encouraged to borrow books from college library; college sponsors College-Community Lecture-Music course for alumni and others.

AMHERST COLLEGE, Amherst, Mass.

Annual meeting of Alumni Council of one and one-half days' duration, with addresses by members of faculty and guest speakers; opportunity given members of Alumni Visiting Committee to meet with several departments of college; attendance, 200.

BARNARD COLLEGE, New York, N. Y.

Annual series of alumnae lectures, sponsored by Alumnae Committee on

Continued Education; topics discussed by authorities include international questions, aspects of modern literature, scientific subjects, etc.; attendance, 250; book lists issued occasionally in connection with lectures; books lent alumnae on request by college library.

BOWDOIN COLLEGE, Brunswick, Me., Philip S. Wilder, *alumni sec.*

Biennial institutes of eight to fourteen days' duration, directed by authorities, including lectures and round table conferences on chosen subject (1933, modern literature), open to alumni and interested persons; college library lends 500 volumes to alumni annually.

BUCKNELL UNIVERSITY, Lewisburg, Pa., A. G. Stroughton, *alumni sec.*

Two-day conference on education annually, attendance, 500.

UNIVERSITY OF CALIFORNIA, Berkeley, Calif., Robert Sibley, *alumni sec.*

One-day alumni conference, 1932, with attendance of 250 delegates chosen from class representatives, alumni representatives from different communities of California, special committees, officers of local clubs, and alumni interested in various activities, discussion of univer-

sity problems and aspects of student welfare; about 100 books lent annually to alumni by university library; books discussed occasionally in columns of *California Monthly*; lecture service for occasional lectures to alumni; provision for guided study and discussion groups under direction of faculty, radio broadcasts by alumni association, personal aid service.

CASE SCHOOL OF APPLIED SCIENCE, Cleveland, Ohio, Charles F. Chapman, *alumni sec.*

Two- or three-day industrial conference for lectures and discussion on such technical subjects as air conditioning, welding, and metals and alloys, international authorities address sessions; attendance, 500; publishes alumni magazine.

CATHOLIC UNIVERSITY OF AMERICA, Washington, D. C., Joseph M. Murphy, *alumni sec.*

Alumni education program only recently begun; plans for series of semi-monthly lectures on topics of general cultural interest to alumni and friends of university, books in college library lent to alumni on request; reading lists published in alumni magazine.

UNIVERSITY OF CHICAGO, Alumni Council, Chicago, Ill., Charlton T. Beck, *alumni sec.*

Two-day alumni conference in 1933; topics included: survey courses at college level in biology, physical and social sciences, and humanities; presentation of recent developments in teaching of law and business in graduate professional schools; report on home study through correspondence as an integral part of University work; vocational guidance for undergraduates; alumni clubs have frequently shown talking pictures on Oxidation and Reduction, Molecular

Theory of Matter, etc. as part of general courses in physical sciences; attendance varies from 100 to 700, alumni in vicinity of college may obtain library privileges on payment of small fee; personal aid service; lecture service for occasional lectures; annual departmental letters including book lists sent to graduates who have specialized in various departments by faculty members of each department.

CLARK UNIVERSITY, Worcester, Mass.

Lecture service for alumni; college offers annual series of fine arts lectures to alumni and friends, personal aid service; alumni clubs have discussion groups.

COLGATE UNIVERSITY, Hamilton, N. Y.

Six-day alumni college 1931; topics discussed by faculty and guest lecturers included current international problems, the adult education movement, use of leisure time, taxation, prehistoric man, etc.; attendance, 40.

COLUMBIA UNIVERSITY, New York, N. Y., Clarence E. Lovejoy, *alumni sec.*

From 1929-31 Alumni Federation of University held succession of courses at Columbia University Club on international relations, economics, psychology, social science, etc., given by Columbia faculty members and other authorities; since 1931 has held series of meetings on international relations on Saturday and Sunday afternoons during winter at Metropolitan Museum; during 1933-34, through courtesy of the Institute of Arts and Sciences of Columbia, which holds meetings nightly in McMillin Theater, Federation's Committee on Adult Education received total of 600 free tickets for 20 Thursday evening meetings on The World We Live In; personal aid service available.

CONNECTICUT COLLEGE, New London, Conn., Dorothy Feltner, *alumnae sec.*

Alumnae week-end consisting of series of round tables and lecture conferences, topics of current educational interest discussed; attendance, 100; reading lists compiled by faculty available to alumnae on request, also available at each chapter headquarters; faculty prepares special reading lists on request, library lends books to alumnae; educational articles in each issue of *Alumnae News*.

UNIVERSITY OF DAYTON, Dayton, Ohio, Merle P. Smith, *alumni sec.*

Engineers Club and Law Club composed of graduates of engineering and law departments meet monthly for discussion and lecture by faculty member or other authority; Bellarmine Society at University holds weekly meetings open to alumni for discussion of social, moral, and religious topics; book lists compiled by library staff upon request; occasional lectures and guidance to groups on request; personal aid service.

DENISON UNIVERSITY, Granville, Ohio, J. B. Jelke, *alumni sec.*

Half-day educational conference held annually at Homecoming; subjects discussed, 1932, included modern literature, prehistoric mounds in Ohio, etc., attendance, 100; alumni reading lists distributed on request, compiled on request; books lent to alumni by college library.

UNIVERSITY OF DENVER, Denver, Colo.

Two-day Teachers' Trek held for alumni in teaching profession for discussion of various educational problems; attendance, 35; book lists issued by library; alumni magazine publishes book lists monthly; 200 books lent annually to alumni by college library; lecture service and personal aid service available.

EMORY UNIVERSITY, Atlanta, Ga.

Alumni urged to attend four-day Citizenship Conference annually; subjects discussed at last conference included The Constitution of the United States, Soviet Russia, Germany, etc.; book lists issued; alumni magazine prints book lists and reviews; reading lists compiled on request by library staff; books lent by library to alumni.

GOUCHER COLLEGE, Baltimore, Md.

Series of book lists for alumnae published in cooperation with Enoch Pratt Free Library and distributed on request; books lent by college library; lecture service for occasional lectures, for courses, for guided study and discussion groups; lectures on World Peace in Central Europe and Recent Trends in American Foreign Policy held Commencement Week 1933; personal aid service rendered through Appointments Bureau and through alumnae office; series of Chamber Music Evenings arranged for alumnae and friends by Committee on Continuing Education of Alumnae Association.

HARVARD UNIVERSITY, Graduate School of Education, Cambridge, Mass., Fred C. Smith, *alumni sec.*

Harvard Teachers Association holds annual conferences of about one week's duration on educational problems; attendance at meetings varies from 40 to 400; services of appointment office available to all alumni; books lent alumni by library on request; publishes *Harvard Teachers Record*.

UNIVERSITY OF ILLINOIS, ALUMNI ASSOCIATION, Urbana, Ill., Carl Stephens, *gen. sec.*

Alumni Association maintains weekly radio feature including series, "Continued Education for Alumni," consist-

ing of talks by faculty members on various subjects; no alumni college held; lists of bulletins, including bibliographies, published by the University for use of alumni and others; secretary of Association has served for five years as editor of "Alumni Features Service," series of articles by noted educators which have been distributed monthly to 150 alumni magazines, under auspices of American Alumni Council.

UNIVERSITY OF IOWA, ALUMNI ASSOCIATION, Iowa City, Ia., Frederic G. Higbee, *ex. sec.*

Conferences for alumni and others interested in mathematics, journalism, science, modern languages, etc.; attendance varies from 50-200; University of Iowa *News Bulletin* publishes monthly "An Alumni Book Rack," which is distributed free to 21,000 alumni.

LAFAYETTE COLLEGE, Easton, Pa., Joseph E. Bell, *alumni sec.*

Annual five-day Alumni College; subjects discussed, 1932, included Contemporary Tendencies in Architectures, Some Outstanding Features of City Planning, Past and Future; attendance, 130; book lists issued in leaflet form and sometimes recommended reading lists included in college magazine; has introduced new type book review presenting various social and scientific trends of whole related field and relation of book to it; college library lends books to local alumni; alumni magazine encourages readers to seek assistance on professional problems from faculty.

LAWRENCE COLLEGE, Appleton, Wisc.

Three-day alumni college annually; subjects discussed include The New Germany, Chaucer's England, The Canterbury Pilgrimage, and others; attendance, 40; maintains alumni reading

service, by means of which graduates are lent books, free of charge, from selected list reviewed in monthly alumni magazine; from February 1930 to December 1932, nearly 7,000 books borrowed from collection by 43 per cent of alumni; books also lent alumni from general collection of college library.

LONG ISLAND UNIVERSITY, Brooklyn, N. Y.

One-day Alumni Institute held 1933, at which heads of departments outlined latest work being done in their particular fields; book lists distributed in conjunction with Institute; books lent alumni by college library.

LOYOLA COLLEGE, Evergreen, Baltimore, Md.

Privately-organized and faculty-advised Philomat Club has been active for some years; principal topics discussed include modern philosophical, religious and social questions; book lists issued in leaflet form and distributed on request to alumni; books lent alumni by college library; personal aid service.

UNIVERSITY OF MICHIGAN, Bureau of Alumni Relations, Ann Arbor, Mich., Wilfred B. Shaw, *dir.*

Annual five-day alumni university; subjects discussed 1933, Present-day European Politics, Sidelights on American History, New Conceptions in Physics, The Modern Novel, etc.; attendance, 70; Medical School held symposium for its alumni, attendance, 150; extensive alumni reading program, including distribution to date of series of about 300 individual mimeographed reading lists sent to some 3,000 alumni, and publication of book comprising some 150 lists; lecture service for alumni, including guidance for study and discussion groups; personal aid

service except where commercial project or extensive research is involved; has organized Alumni Advisory Council to help plan educational program for alumni; publishes bulletins for alumni stressing educational program of university; news dissemination service for alumni and others; cooperates with extension and placement service for benefit of alumni.

MIDDLEBURY COLLEGE, Middlebury, Vt., E. J. Wiley, *alumni sec.*

No alumni college, but large number of graduates attend Bread Loaf School of English and French, Spanish, Italian, and German schools conducted in summer by college, alumni magazine serves as vehicle for experimenting with various types of alumni education, such as series of articles prepared by professor-emeritus encouraging alumni to study and learn sonnets.

MILWAUKEE-DOWNER COLLEGE, Milwaukee, Wisc., Elizabeth VonEiff Strohmeyer, *alumnae sec.*

Two one-hour lectures by faculty members during class reunions in June; subjects, 1933, Points of View in Modern Psychology, and Economic Problems of 1933; attendance, 50; alumnae privileged to enroll in certain of regular college courses (music, economics, and contemporary literature) during school year; Home Economics Alumnae Association periodically issues mimeographed book lists; lecture service for alumnae, including courses in investment, house management, and dietetics.

MOUNT HOLYOKE COLLEGE, South Hadley, Mass., Mary C. J. Higley, *alumnae sec.*

Alumnae Weekend Conference held occasionally; subject 1932, Modern Art, included lectures on appreciation, water

colors, and etchings, attendance, 50; book lists issued with conference programs and in the *Alumnae Quarterly*.

NEW JERSEY COLLEGE FOR WOMEN, Rutgers University, New Brunswick, N. J.

In 1933 special lectures for alumnae on Alumnae Day; alumnae informed of campus lectures, musical events, college radio programs, etc.; services of Personnel Bureau available.

NEW YORK UNIVERSITY, ALUMNI FEDERATION, New York, N. Y., B. A. Ross, *sec.*

Alumni Association of School of Commerce, Accounts and Finance conducts Institute of Business; subjects discussed, 1931, included The Economics of Marketing, Distribution from the Point of View of the Manufacturer, the Wholesaler, the Retailer, etc.; attendance, 200; also conducted forum in April 1933 on The Inside of Politics as it Affects the Business Man, and Current Banking Problems; attendance, 500; Alumni Association of the College of Dentistry conducted dental clinic; subjects discussed included surgery, etc.; attendance, 150; Alumni Association of Medical College conducted medical clinic, attendance, 250, subjects discussed included Newer Methods of Diagnosis in Disease Characterized by Pain, etc.

THE WOMEN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA, Greensboro, N. C., Clara B. Byrd, *alumnae sec.*

Fourth in series of alumnae seminars scheduled to take place April, 1934; alumnae magazine carries book reviews from time to time; alumnae may borrow books from college library; college maintains lecture course on campus, and

alumnae have privilege of buying tickets for course; placement bureau renders service to alumnae.

NORTHWESTERN UNIVERSITY, Evanston and Chicago, Ill., E. H. Stromberg, *alumni sec.*

Occasional alumni round tables, consisting of series of lectures and discussions, attendance, 50; book lists issued and distributed on request; alumni have privilege of borrowing books from library.

UNIVERSITY OF NOTRE DAME, South Bend, Ind.

Alumni education program carried on chiefly through alumni magazine in which former president of University conducts book page regularly and director of religious activities on campus conducts page of discussion in field of religion; alumni office arranges occasional lectures by faculty members on request.

OHIO STATE UNIVERSITY, Columbus, Ohio, John B. Fullen, *alumni sec.*

First annual alumni college in 1933; lectures in field of contemporary thought, art, literature, music, biological, social and physical sciences by faculty members; attendance, 300; broadcasting station over which series of educational programs is given.

OHIO WESLEYAN UNIVERSITY, Delaware, Ohio, Hobart H. Bell, *alumni sec.*

Three-day alumni college immediately after commencement; subjects discussed included international relationships, religious thought, political, economic, social trends, contemporary trends in English literature; attendance, 115; book lists issued and distributed on request; personal aid service; printed

lectures of professors occasionally distributed.

OKLAHOMA COLLEGE FOR WOMEN, Chickasha, Okla., Ruth Toothaker, *alumnae sec.*

Groups of graduates meet regularly with department heads to discuss specific problems; college library lends books to alumnae on request; personal aid service; placement bureau; scholarship awards; fosters annual meetings at College and sectional meetings throughout state.

PENNSYLVANIA COLLEGE FOR WOMEN, Pittsburgh, Pa., Elsie McCreery, *alumnae sec.*

Series of adult education courses on campus under auspices of Alumnae Association; subjects for 1932 included French conversation, current events, the contemporary novel, heredity, voice speaking choir, Browning courses, etc.; attendance, 120.

UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pa.

Wharton Institute holds two-day alumni conference annually; 1932 program included lectures on commerce, political economy, etc., supplemented by round table discussions; attendance, 500; book lists appear regularly in college magazine; thousands of books lent annually to alumni by college library; weekly lectures for alumni at University; personal aid service.

POLYTECHNIC INSTITUTE, Brooklyn, N. Y.

Series of free lectures for alumni held periodically; subject of series, 1932-33, Economics Applied, including study of savings bank deposits, comparative figures on crop values and construction industry, etc.; attendance, 200.

PRINCETON UNIVERSITY, Princeton, N. J.

Three-day series of informal talks to alumni by University faculty; general topic, June, 1933, Governmental Measures for the Revival of Business; reading lists compiled in about fifty different subjects sent to alumni on request; announcement of publication of lists in *Alumni Weekly* resulted in requests from 500 alumni; books lent to alumni by college library; personal aid service.

RADCLIFFE COLLEGE, Cambridge, Mass., Susanne H. Ricker, *alumnae sec.*

One-day alumnae conference consisting of lectures and round table discussions held once or twice a year; subjects of conferences have included astronomy, modern economics, psychology, modern music, contemporary and modern literature; average total attendance, 150; bibliographies prepared and book collections based on book lists available to alumnae at Radcliffe and Harvard libraries; bibliographies also published in college magazine.

UNIVERSITY OF ROCHESTER, Rochester, N. Y., Hugh A. Smith, *alumni sec.*

No alumni college necessary since considerable percentage of graduates are served by extension service of University; Alumni Campus Nights held at regular intervals at which members of faculty speak on some timely subject, followed by general discussion.

SMITH COLLEGE, Northampton, Mass., Florence Snow, *alumnae sec.*

Five-day Alumnae College held June, 1933; general subject of meeting, Great Britain in the Twentieth Century, included discussion of economic, social, and cultural developments, in series of

three daily lectures; lectures on music and art in evenings; attendance, about 210; at least three book lists issued in leaflet form each year distributed free on request to hundreds of members of Alumnae Association; personal aid service to alumnae.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, Calif., Josephine Wice, *alumni sec.*

Has developed systematic plan to stimulate alumni reading interest by issuing monthly reading lists as supplements to alumni magazine; alumni given choice of receiving supplements in twelve different fields of thought; books lent by college library; lecture service for alumni for occasional lectures and for guided study and discussion groups; personal aid service.

SPRINGFIELD COLLEGE ALUMNI ASSOCIATION, Springfield, Mass., George O. Draper, *alumni sec.*

Lectures open to alumni and families; topic, 1933, report of Hoover Commission on Social Trends, reading lists prepared for further study for those attending lectures.

STEVENS INSTITUTE OF TECHNOLOGY, Hoboken, N. J.

Yearly economic conference at Stevens Engineering Camp, Johnsonburg, N. J., during ten days preceding Labor Day; subject 1932 conference, Money and Banking, with morning lectures in nature of reviews and academic work and evening lectures by men prominent in fields of money and banking, followed by round table discussions; day enrollment, about 40, evening average, 55; winter forum on economics with faculty of economics department as lecturers, book lists printed in college magazine; personal aid service.

SYRACUSE UNIVERSITY, ALUMNI ASSOCIATION, Syracuse, N. Y., J. Winifred Hughes, *ex. sec.*

Alumnae of honorary society in charge of annual one and one-half day alumni college held in June, at which political and educational questions are discussed; attendance, 300; Medical Alumni Association holds two-day reunion at which addresses on medical subjects are presented and visits are made to clinics and hospitals of city, attendance, 125; teaching alumni hold two-day conference in December for consideration of general problems; over 400 enrolled in Alumni Reading Course, whereby alumni obtain reading lists, reading suggestions and books selected by Will Durant, radio station WMAC operated by university reaches alumni within radius of two hundred miles with lectures, concerts, etc.; printed lectures by faculty members sent to alumni club meetings.

TUFTS COLLEGE, Medford, Mass.

Ten two-hour medical lectures per year for alumni under auspices of William Harvey Society; reading lists in alumni magazine; dental study club, dental clinic, dramatic society and scribblers (writing) clubs with alumni membership.

VASSAR COLLEGE, Poughkeepsie, N. Y., Mildred H. McAfee, *alumnae sec.*

Six weeks' Summer Institute of Euthenics, not restricted to alumnae, offering opportunity to parents, teachers, social workers, etc., for study, discussions and individual conferences with experts in field of family education, during summer 1933 offered courses in child psychology, adolescent psychology, mental hygiene, parent education, design and interior decoration, leadership, food preparation, etc.; attendance, 64 adults, 48 children; Cooperative Book Shop

issues book notices on request to approximately 50 per cent of graduates; considerable number of books lent to alumnae in immediate neighborhood by college library; week-end conferences occasionally at Alumnae House; forum on Recent Economic Trends held day following commencement.

UNIVERSITY OF VIRGINIA, Charlottesville, Va.

Annual two weeks' Institute of Public Affairs at which governmental problems of national, state, and local concern are discussed by administrators of public affairs from all parts of country, open to alumni; round table attendance, 560; Extension Department occasionally conducts courses exclusively for alumni; quarterly postgraduate clinics at Medical School for alumni and others.

UNIVERSITY OF WASHINGTON, Seattle, Wash., David Pollock, *alumni sec.*

Annual Alumni Education Week of three days' duration for discussion of present-day economic and social problems; attendance, 1933, 1,000.

WELLESLEY COLLEGE, ALUMNAE ASSOCIATION, Wellesley, Mass., Kathleen Elliott, *ex. sec.*

Annual educational conference of two days' duration; topic for 1933, Leisure: An Opportunity for Fulfillment in a Changing World; attendance, 100; book lists published in college magazine three or four times a year; books lent alumnae by college library.

WELLS COLLEGE, Aurora, N. Y., Pauline Jones, *alumnae sec.*

Annual three-day Alumnae College, immediately following commencement in June; program for 1933 included courses in sociology, aesthetics, and psy-

chology, and a continuation of Modern Art Forums, maximum attendance, 28; minimum attending all courses regularly, 16; reading lists provided alumnae on registration for courses; also printed in alumnae magazine; organized clubs in twenty cities include educational features in programs.

WESLEYAN COLLEGE, Macon, Ga.

Annual Alumnae-College Days of two to four days' duration, subjects discussed, 1932, included modern educational problems, science, literature, sociology, and religion; attendance, 200; book lists issued occasionally and distributed to entire alumnae body; lecture service for occasional lectures.

WESLEYAN UNIVERSITY, Middletown, Conn., H. M. Connelly, *alumni sec.*

Five-day Alumni Week after commencement 1932, discussion of current problems in economics, contemporary history, science and international relations, attendance, 51; registration not sufficient to justify holding college 1933; book lists prepared for Alumni Weekend; personal aid service.

WHEATON COLLEGE, Norton, Mass.

Two-day Alumnae Council in 1933 for discussion of college curriculum, attendance, 60; also half-day Alumnae Institute with short lectures by professors of various departments, attendance, 75; college maintains Appointment Bureau; one of local alumnae clubs during winter 1932-33 had series of talks on contemporary dramatists of six countries.

WINTHROP COLLEGE, THE SOUTH CAROLINA COLLEGE FOR WOMEN, Rock Hill, So. Car.

Alumnae Weekend of six days' duration held annually; lectures in 1932 in-

cluded two series—one purely cultural, the other of practical nature; attendance, 75; professional institute held once a year, when senior students go out to schools and allow alumnae who are teaching in these schools to return to college for study and observation.

XAVIER UNIVERSITY, Cincinnati, Ohio, Edward P. Vonder Haar, *alumni sec.*

Yearly Alumni Lecture Series of approximately eight lectures on various topics open to alumni and public; college library lends books to alumni; no program held 1933.

YALE UNIVERSITY, New Haven, Conn., Marion L. Phillips, *alumni registrar*

Alumni afforded opportunity to visit classrooms, laboratories, and exhibitions in library, art gallery, and museum on annual Alumni University Day; Yale Graduate Reading Lists, compiled by members of faculty and printed in *Yale Alumni Weekly*, reprinted and distributed in pamphlet form.

See also the following organizations listed under National Organizations:

AMERICAN ALUMNI COUNCIL
AMERICAN COLLEGE PERSONNEL ASSOCIATION

And the following articles:

EDUCATIONAL OPPORTUNITIES FOR THE UNEMPLOYED, p. 238.
UNIVERSITY EXTENSION, p. 254.

READING LIST

Alumni Reading Lists. Prepared with the aid of members of the faculties of the University of Michigan, by the Library Extension Service in co-operation with the Bureau of Alumni

Relations. Ann Arbor, University of Michigan Press, 1931. 155 p.

The list embraces approximately one hundred and fifty subjects, compiled by specialists in the fields concerned. Selections are based upon the courses given in the university during the year and titles are taken from bibliographies prepared for use of university students in residence.

American Association of University Women. Alumni and Adult Education: Its History, Development and Scope. Washington, D. C., 1930. Bulletin VII.

Shaw, W. B. Alumni and Adult Edu-

cation: An Introductory Survey, Undertaken by the American Association for Adult Education, in cooperation with the American Alumni Council. American Association for Adult Education, 1929. 117 p.

A report of the alumni education programs of more than forty institutions in the United States and a discussion of the various methods of alumni education now in use.

Stone, F. F. and J. A. Charters, Alumni Interest in Continuing Education. Columbus, Ohio State University, 1932. 40 p.

A study of a typical alumni group.

AMERICAN ASSOCIATION FOR ADULT EDUCATION

The American Association for Adult Education owes its inception to a conference of persons familiar with different aspects of adult education called by the Carnegie Corporation of New York in 1924. At that time more than two million adults in the United States were endeavoring to continue their education, although there was no conscious adult education movement. Members of the conference were unanimous in recognizing the importance of a joint attack, and a year later another conference of men and women having large responsibilities for different phases of adult education was held in Cleveland, at which the preliminary results of five basic studies undertaken by the Carnegie Corporation were presented. This conference unanimously approved in principle the formation of a national association designed to correlate the scattered and unrelated enterprises in adult education. It recommended, however, that the plans for the formation of such an association should be nation-wide and should be in the hands of men and women actually engaged in the teaching of adults. Accordingly, four regional conferences of workers in adult education (held in New York, San Francisco, Nashville, and Chicago) approved the plan and chose delegates to attend an organization meeting held in Chicago on March 26, 1926. At this meeting a constitution was adopted, and officers and board members were elected.

Primarily the Association is intended to serve as a clearing house for information in the field of adult education; to assist enterprises already in operation; to help organizations and groups to initiate activities in adult education; and to aid and advise individuals who, although occupied with some primary vocation or interest, desire to continue their education. To this end, the working program of the Association has been concerned with gathering existing information; with stimulating, sponsoring, and in some cases, conducting experimentation and research; and with the dissemination of the information thus secured.

From its inception, the Association has felt that valuable service could be rendered to adult education in America by establishing a library in its special field. Through both gift and purchase of books,

pamphlets, magazine articles, newspaper clippings, and other fugitive material, the library has been built up until now it can be conservatively stated that the Association possesses the most comprehensive collection of materials in this country dealing with the general subject of adult education in all its various manifestations and aspects, whether in the United States or abroad. A special member of the staff of the Association is available at all times to place the facilities of the library at the disposal of visitors or to answer inquiries received by mail.

Not content with assembling existing information, the Association has made studies of the work being done in this country in the field of adult education; it has conducted or assisted in the conduct of studies of underlying problems—problems of aim, of method and technique, of means and materials, etc.; it has assisted in demonstrations and experiments in new types of adult education; it has cooperated with community efforts to organize groups for study or to establish larger agencies for adult education. In short, the Association has concerned itself not only with strengthening the old, but also with creating a new body of sound theory and constructive practice.

The Association further has sought to stimulate public interest in adult education (without resorting to special pleading), and to disseminate information to administrators, teachers, and students through the annual meetings of the Association, through the arrangement of local or regional conferences, by establishing cooperative relations with both national and local adult education bodies in this and in other countries, by personal contact or by correspondence, and by publishing material of interest and use to workers in adult education or securing the publication by others of such material.

The publication program of the Association has been twofold. From time to time studies have been issued in book form comprising surveys of various aspects of activity in this country (such as *New Schools for Older Students* by Nathaniel Peffer), descriptive and critical reports on specific enterprises (such as *What is This Opportunity School?* by F. H. Swift and J. W. Studebaker), and research studies in theory or practice (such as *Adult Learning* by E. L. Thorndike and others). A complete list of these publications is appended hereto.

For the first two and one-half years of its existence, the Association also published occasional bulletins, adequate for presenting the bare facts about adult education, but wholly inhospitable as media for the dissemination of ideas. Consequently, the *Journal of Adult Education* was established as an open forum inviting constructive criticism of aims and methods of assisting adult learners to secure opportunity for

advancement in character, culture, and vocational efficiency. Publication of the *Journal* has now become a major activity of the Association.

The membership of the Association comprises organizations and institutions whose educational work for adults is not conducted for profit; individuals professionally engaged in adult education; students in adult education classes, study groups, or working individually; and other persons interested in adult education. Annual dues for organizations or institutions are \$5; for individuals, \$3. Membership includes subscription to the *Journal of Adult Education*.

—RALPH A. BEALS, *Assistant to the Director*,
American Association for Adult Education.

PUBLICATIONS OF THE ASSOCIATION

Journal of Adult Education (American).

Issued four times a year. Sent to members of the Association without

charge other than the regular membership fee (\$3 for individuals; \$5 for organizations and institutions). Subscription, \$3; single copy, \$.75.

Studies in Adult Education

American Library Association. Libraries and Adult Education. Macmillan, 1926. 284 p. \$2.50.

Bittner, W. S., and H. F. Mallory. University Teaching by Mail. Macmillan, 1933. 355 p. \$2.50.

Evans, O. D. Educational Opportunities for Young Workers. Macmillan, 1926. 380 p. \$3.

Gray, W. S., and Ruth Munroe. The Reading Interests and Habits of Adults. Macmillan, 1929. 298 p. \$3.50.

Hall-Quest, Alfred L. The University Afield. Macmillan, 1926. 292 p. \$3.

Kolbe, P. R. Urban Influences on Higher Education in England and the United States. Macmillan, 1928. 254 p. \$2.

Landis, B. Y., and J. D. Willard. Rural Adult Education. Macmillan, 1933. 229 p. \$1.75.

Lorimer, Frank. The Making of Adult Minds in a Metropolitan Area. Prepared under the direction of the Brooklyn Conference on Adult Education. Macmillan, 1931. 245 p. \$2.

Noffsinger, J. S. Correspondence Schools, Lyceums, Chautauquas. Macmillan, 1926. 145 p. \$1.50.

Peffer, Nathaniel. Educational Experiments in Industry. Macmillan, 1932. 207 p. \$1.50.

——— New Schools for Older Students. Macmillan, 1926. 250 p. \$2.50.

Thorndike, E. L., and others. Adult Learning. Macmillan, 1928. 335 p. \$2.25.

*Other Publications**Issued, Sponsored, or Aided by the Association*

- Campbell, Olive Dame. *The Danish Folk School*. Macmillan, 1928. 359 p. \$2.
- Cartwright, Morse A., ed. *Unemployment and Adult Education: A Symposium*. American Association for Adult Education, 1931. 63 p. \$.50.
- Fisher, D. C. *Why Stop Learning?* Harcourt, 1927. 301 p. \$2.
- Gray, William S., Wil Lou Gray, and J. W. Tilton. *The Opportunity Schools of South Carolina*. American Association for Adult Education, 1932. 141 p. \$.50.
- Handbook of Adult Education in the United States*. \$1.50 to members; \$2 to non-members.
- Herring, J. W. *Social Planning and Adult Education*. Macmillan, 1933. 138 p. \$1.25.
- Hill, Helen D. *Effect of the Bryn Mawr Summer School as Measured in the Activities of Its Students*. Affiliated Summer Schools for Women Workers in Industry and American Association for Adult Education, 1929. 133 p. Free.
- MacCormick, A. H. *The Education of Adult Prisoners, a Survey and a Program*. National Society of Penal Information, 1931. 456 p. \$2.50.
- Macgowan, Kenneth. *Footlights Across America*. Harcourt, 1929. 398 p. \$3.75.
- Marsh, C. S. *Adult Education in a Community*. Prepared under the direction of the Buffalo Educational Council. American Association for Adult Education, 1926. 192 p. Paper, \$.50; boards, \$.75.
- Shaw, W. B. *Alumni and Adult Education: An Introductory Survey, Undertaken by the Association, in co-operation with the American Alumni Council*. American Association for Adult Education, 1929. 117 p. \$.50.
- Smith, Hilda W. *Women Workers at the Bryn Mawr Summer School*. Affiliated Summer Schools for Women Workers in Industry and American Association for Adult Education, 1929. 346 p. \$1.50.
- Stearns, W. F. *Adult Education in Massachusetts: A Preliminary Survey of Opportunities and Needs*. Prepared under the direction of the Massachusetts Commission on the Enrichment of Adult Life. Boston, The Massachusetts Commission on the Enrichment of Adult Life, 1932. 55 p. \$1.0.
- Stone, F. F. and Jessie A. Charters. *Alumni Interest in Continuing Education*. Columbus, The Ohio State University, 1932. 40 p. Free.
- Swift, F. H. and J. W. Studebaker. *What Is This Opportunity School?* American Association for Adult Education, 1932. 87 p. \$.50.
- Tyson, Levering. *Education Tunes In: A Study of Radio Broadcasting in Adult Education*. American Association for Adult Education, 1930. 119 p. Out of print.
- Waples, Douglas, and R. W. Tyler. *What People Want to Read About: A Study of Group Interests and a Survey of Problems in Adult Reading*. Chicago, American Library Association and the University of Chicago Press, 1931. 308 p. \$3.50.
- World Association for Adult Education. *International Handbook of Adult Education*. London, World Association for Adult Education, 1929. 476 p. \$1.50.

THE ARTS IN ADULT EDUCATION

The arts, by their very heterogeneity, are peculiarly adapted to the leisure-time activities of adults. No other field provides so many different forms of activity for the adult student. The bookkeeper shaping his piece of wood in an evening manual arts class, the club woman attending an art appreciation course at her local museum, the painter at work on a landscape requiring a high degree of skill are all probably, with equal pleasure and satisfaction, pursuing the arts.

Recognizing the fact that many different types of groups can find a means of expression in some form of art work, a large number of agencies are engaged in teaching the various arts to adults: the Federal government, through 1,396 home demonstration agents; the universities, through 187 extension and 66 correspondence courses; art associations; museums; the public schools, men's and women's clubs, and settlements. Subject matter covers a wide range, from a course in Italian Painting of the Siennese and Umbrian Schools of the Fourteenth and Fifteenth Centuries to a practical demonstration of how to refinish furniture. Such a diffusion of interest suggests the breadth of the field and the extent to which the arts have permeated our social structure.

The number of opportunities for education in the arts open to adults living in large cities is well illustrated by the offerings in Boston listed by the Prospect Union Educational Exchange in the booklet, *Educational Opportunities for Working Men and Women*. There are 180 late afternoon, Saturday, and night courses in the arts, of which 33 are theoretical and 147 practical. The average cost per session (about two hours for each course) is 22 cents in the public institutions, and 88 cents in the private schools. A few courses are free or are open at a nominal fee.

The fact that the arts are specialized and subdivided has made possible a variety of approaches. Lectures, demonstrations, and practice are the methods most used for teaching adults. University extension courses base their work on both theory and practice; the public school courses are almost without exception limited to practice; the lecture method is preferred by art associations.

Although the objective of much of the art work conducted for adults is avocational, many agencies stress the vocational aspects of the field in the work they offer. The vocational aim rules in courses sponsored by boards of education in the larger centers of population, where courses in applied and commercial art dominate. Similarly, private correspondence school courses are vocational almost without exception. Forty-three replies from questionnaires sent to university extension divisions suggest that the extension divisions aim at the same avocational objectives as those established for resident students. Not enough information is at hand to determine the extent to which this is true, although a vocational intent does not seem to be an important factor. In general, the universities present the arts as a means of making life worth while; the public schools and private correspondence schools help adolescents and adults to make a living through art. Private institutions, like The New School for Social Research, the Y. M. C. A., and the Chautauqua Institution—to select a few outstanding examples—show unanimity in favor of practice as against theory, but with notable differences. Art instruction in the Y. M. C. A. is almost wholly vocational; that offered by the New School for Social Research is cultural, and that offered by the Chautauqua Institution, professional in the sense that it trains for teaching.

Teaching methods for adults with an avocational interest in the arts are still largely an extension of professional art school methods, although it does not necessarily follow that the exhibition-sketch-class-lecture procedure planned for commercial artists, painters, architects or art teachers is suitable for use with housewives, business men, carpenters, or bookkeepers. In the future more attention will have to be given to the devising of new methods of instruction for those not professionally engaged in art and more thought will have to be given to the real problem of guiding adults in the use of beauty as a vital force in their own lives.

Art associations are of growing importance in the adult education movement. They are local organizations whose membership includes professionals, semi-professionals and amateurs, who draw and paint in the studio, sketch out-of-doors, hold exhibitions and lectures, stage demonstrations, or listen to lectures, with little guidance and without any definite program. According to a recent survey, associations that sponsor exhibitions and lectures, but that do not offer opportunities for practice, outnumber in membership those which provide sketch classes by about seven to one. Since the benefits derived from membership in such an organization are commensurate with the amount of effort spent,

it is unfortunate that a larger proportion of members do not actively participate in some form of art work. To teach by doing is a principle that might well be applied in towns of over 2,500 population, where most of the associations are found.

In many instances associations own galleries where the works of members and other artists are exhibited. An art association which sponsors an exhibition of works other than those of its own members, does so, no doubt, partly in the belief that art exhibitions are educational, and that they raise the standards of public taste. Such beneficial effects are taken for granted; proofs are deemed unnecessary. If taste be defined as an active force tending to effect visible changes in a person's environment and in the kind of life he lives, one may harbor some doubts as to the amount of "raising of public taste" which can be directly traced to the steady increase in attendance at exhibitions, reported by the American Federation of Arts and other organizations.

In addition to the organized art associations there are hundreds of small groups of persons in all parts of the country meeting informally to participate in some form of art expression. An interesting development along this line is the business men's art clubs, which now exist in a half dozen cities for the purpose of affording the business man an opportunity to pursue an avocational interest in art. Unfortunately, this movement has not spread to other professions, although New York City has a group of physicians who devote themselves to the practice of art, and occasionally one hears of other groups meeting regularly.

There are numerous impediments in the way of a wider acceptance of the arts on the part of the average individual as a means of escape from boredom or as an emotional release, the chief of these being the general tendency on the part of the layman who has not actively participated in any form of art work to underestimate his creative capacities. Likewise, sweeping statements such as "artists are born and not made" do not encourage the growth of art interests. Also, unfortunately, the worth of artistic endeavor is judged only by visible results, and then according to narrow standards of technical achievements, set up by our illustrators and commercial artists. The amount of satisfactory gain by the individual amateur artists is forgotten. No sooner has a landscape been painted than it becomes an object for display and, in theory, at least, the exhibition is public and hence calls for attention and criticism. The remedy is to so multiply exhibitions that each one will have an appeal to its own local neighborhood. Under such an arrangement each exhibitor would be assured of an audience with a more than casual

interest in his work and the timid would be emboldened to become creators in their own right.

—ERWIN O. CHRISTENSEN,
Department of Adult Work,
American Federation of Arts.

The following are some of the art projects being conducted for adults under the auspices of private and public institutions. The items are arranged alphabetically by state and city.

ART LEAGUE OF WASHINGTON OF THE DISTRICT OF COLUMBIA, 2111 Bancroft Place, N.W., Washington, D.C., Charles Val Clear.

Entire program of school work based on part-time intensive study for adults; groups of business and professional people attend classes, morning, evening, Saturday, and Sunday; galleries under direction of League sponsor educational exhibits, lectures, informal discussions for members and visitors; special lecture series by noted artists and educators; extension exhibitions held in clubs and libraries locally; sponsors competitions of art in colleges of United States; two traveling exhibitions of paintings of Washington artists sent to galleries and museums throughout the country; membership, 75.

UNITED STATES DEPARTMENT OF AGRICULTURE EXTENSION SERVICE, Washington, D. C.

Art as element of rural home making enters into program of 1,396 home demonstration agents and other extension workers; work deals with design and color in clothing, house furnishing, home arts and crafts, appreciation of good music and pictures; at least 150,000 rural women and girls made improvements in homes following suggestions of agents in 1930 (latest data available); for further information about program of Department see p. 344.

BUSINESS MEN'S ART CLUB, 65 E. Adams St., Chicago, Ill.

Individual and class instruction in drawing and painting; exhibits; studio open daily 10 a.m. to 9 p.m.

BUSINESS MEN'S ART CLUB, Boston, Mass., D. D. Addison, *pres.*

Bi-monthly lectures and criticisms, annual exhibition; membership, 65.

FIRST CONGREGATIONAL CHURCH ART CLUB, Rock St., Fall River, Mass., Mrs. George R. Dodge.

Lectures given under auspices of club; yearly exhibition; membership, 60.

THE HOBBY SCHOOL, 2306 Washington St., Newton Lower Falls, Mass., Kay Peterson, *sec.*

Organized for adults who wish to pursue a creative hobby or develop active useful appreciation of art; instruction and guidance in the development of an avocation; activities include drawing, painting, block printing, weaving, etc.

PEOPLE'S INSTITUTE, United Neighborhood Guild, Inc., 176 Nassau St., Brooklyn, N. Y., Seymour Barnard, *dir.*

Study groups in history of art, weaving, clay modeling, metal work, block printing, and leatherwork; groups form

nucleus for institutes consisting of lectures and instruction on such subjects as household arts; for further information about program of Institute see p. 218.

THE ARTS GUILD, 309 E. 34th St., New York, N. Y., Mrs. A. T. Dear, *dean*.

Part-time and evening classes for study of literature, painting, sculpture, dancing, dramatics, and music, with courses in history and philosophy of the arts, in crafts for men and women, and in home mechanics for men; graduate group of full-time students for cultural and vocational study in all the arts, history and philosophy of the arts, and training in use of arts as instruments of education; enrollment, 150.

THE ART WORKSHOP, 306 E. 35th St., New York, N. Y., Mabel Leslie, *dir.*

Founded for promotion of creative leisure-time education for women in industry; enrollment, 125; classes in painting, drawing, clay modeling, block printing, theater, writing, and music held October to May; nominal tuition fee; Saturday programs from time to time.

Mt. Ivy Holiday School, under same director, at Pomona, Rockland County, New York, offers drawing, clay modeling, and metal work during July and August; enrollment, 1933, 90.

COOPER UNION SCHOOLS, Night School of Art, Woman's Art School, 8th St. and 4th Ave., New York, N. Y., Austin Purves, Jr., *dir.*

Night School offers courses in illustration, decorative design, design for advertising, costume design and illustration and sculpture; classes in free-hand drawing and modeling open to men only; other classes open to both

men and women; tuition free; eight months' session; enrollment, 1,200; Woman's Art School offers courses in elementary, antique, life, illustration, oil and water color painting, design, modeling, interior decoration, commercial art and poster work; facilities for work in Museum of Decorative Arts; tuition free; eight months' session; enrollment, 325; for further information about program of School, see p. 219.

EDUCATIONAL ALLIANCE ART SCHOOL, 197 E. Broadway, New York, N. Y., Abbo Ostrowsky, *dir.*

Courses in drawing, painting, modeling, etching, lithography, batik, wood carving; day and evening classes; nominal tuition fee; enrollment, 170; for further information about program of Educational Alliance, see p. 219.

GREENWICH HOUSE, 27 Barrow St. and 16 Jones St., New York, N. Y., Victor Salvatore, *dir. Workshop*, Maude Robinson, *dir. Pottery*.

Workshop gives free apprenticeship training for boys in cabinet making, wood carving, stone cutting, modeling, bronze chasing, and casting of all kinds; courses in drawing from cast and life, furniture design, lettering; open all year; enrollment, 71; Pottery School offers courses in building and throwing, glazing and firing; evening classes for adults; enrollment, 100; for further information about program of House, see p. 210.

HENRY STREET SETTLEMENT, 265 Henry St., New York, N. Y., Helen Stevens, *dir.*, *Arts and Crafts*, Ruth Canfield, *dir.*, *Pottery*.

Instruction in textile design, batik, block printing, embroidery, metalwork, etched and hammered copper and silver,

wood carving, toy making, leather tooling; evening classes for adults; nominal tuition fee, Pottery gives instruction in building, throwing and casting, decorating, glazing and firing; evening classes for adults, with daily individual instruction; use of studio without instruction allowed for nominal fee; enrollment, arts and crafts, 50; pottery, 120; for further information about program of Settlement, see p. 210.

MECHANICS' INSTITUTE, 20 W. 44th St., New York, N. Y., Louis Rouillion, *dir.*

Courses in architectural and art subjects, including freehand drawing, designing, pen and ink drawing, jewelry, printing, layout, sketching, free evening school only for men employed during the day; three years required for completion of course; enrollment, 525; for further information about program of Institute, see p. 285.

NEW SCHOOL FOR SOCIAL RESEARCH, Design Workshop, 66 W. 12th St., New York, N. Y., Alvin Johnson, *dir.*

Any adult may work creatively in any medium in workshop; offers courses in fine and applied arts and architecture, lecture courses, evening classes; enrollment, 70; for further details about program of School, see p. 220.

NEW YORK EVENING SCHOOL OF INDUSTRIAL ART, 210 E. 42nd St., New York, N. Y., George K. Gombarts, *prin.*

Courses in book illustration, costume design, interior decorating, textile design, poster design, mural decoration, plastic design, jewelry design, cast and figure drawing, and craft work; tuition free; open two hours four nights a week, September to May; staff includes prin-

cipal, seventeen instructors, and general assistant; enrollment, 825.

PHYSICIANS' ART CLUB, New York, N. Y., Louis C. Schroeder, *sec.* 50 E. 72nd St.

Annual exhibition; membership, 150.

JOHN REED CLUB, Art Committee, 63 W. 15th St., New York, N. Y., Louis Lozowick, *chmn.*

Operates in field of workers' education; organization of artists and writers with affiliated clubs, functioning under same rules in eighteen cities of the United States; holds regular exhibitions; publishes art portfolios, evening classes for members; membership (New York City), 200.

TEXTILE HIGH SCHOOL, 351 W. 18th St., New York, N. Y., Florence Guilfooy, *dir.*

Instruction in applied textile design, advertising art, architectural drawing, costume draping, design and illustration, interior decoration, photography; free evening classes; term of ten months; 754 evening school students majoring in art enrolled.

WESTCHESTER WORKSHOP, Westchester County Center, White Plains, N. Y., Chester Geppert Marsh, *dir.*

Courses in painting, creative art, art appreciation, sculpture, design, pottery, jewelry, etching, wood carving; some classes given by New York University; summer course in construction and manipulation of marionettes, puppets, shadow figures, construction of marionette stage, including scenery and lighting; writing and rehearsing of plays; enrollment, evening school students, 125; for further information about program of Center, see p. 192.

JOHN C. CAMPBELL FOLK SCHOOL,
Brasstown, N. C., Mrs. John C.
Campbell, *dir.*

Informal and elementary instruction for girls of school in household arts, design, weaving, appreciation of Indian culture, including Mexican and Mayan, course in wood working and wood carving offered to boys; Craft Guild, organized by school, open to any man of community interested in various forms of handicrafts, upon payment of fifty cents per year; Guild members offered short talks on well-known paintings and on handicrafts; enrollment, 22; for further information about program of School see p. 221.

JOHN HUNTINGTON POLYTECHNIC INSTITUTE, 2341 Carnegie Ave., Cleveland, Ohio, Alfred Mewett, *dean.*

Courses in architectural design, architectural rendering, interior design and decoration, lettering, advanced printing technique, illustration, landscape architecture, commercial life drawing, magazine layout, fine printing, advertising, etching, lithography; evening classes; tuition free; term of eight and one-half months; enrollment, 1,400.

CHURCH OF THE COVENANT SCHOOL,
Erie, Pa.

Courses in charcoal sketching, history of art, clay modeling for nominal fee of \$3; primarily organized to assist young people unable to find employment, but also admits teachers and others seeking mental stimulation; term of eight months; enrollment, from 60 to 80 students.

GRAPHIC SKETCH CLUB, 719 Catharine St., Philadelphia, Pa., Samuel S. Fleisher, *dir.*

Classes in painting, sculpture, illustration, fashion designing, etching,

sketching, rhythmic expression in dance, clay modeling; open free of charge to everyone, regardless of age, sex, creed, or color, permanent and annual exhibitions; evening, Saturday, and Sunday classes; open all year, enrollment, 2,000.

LA FRANCE ART INSTITUTE, 4420 Paul St., No. Philadelphia, Pa., Abraham Molind, *prim.*

Offers without charge courses in casting, design, commercial art, illustration, costume portrait, sketching, and life; evening and Saturday morning classes; term of eight months; evening enrollment, 165.

THE PHILADELPHIA ART ALLIANCE,
251 So. 18th St., Philadelphia, Pa.,
Clara R. Mason, *ex. sec.*

Further the arts of music, drama, painting, sculpture, interpretative dancing, interior decoration, literature, crafts, and other arts, by exhibitions, free to public, lectures, musicales, and the sponsoring of fine plays; through its Circulating Picture Club, Alliance lends pictures (with cooperation of artists) in same manner as books are lent from a library; membership, 2,100.

IRENE KAUFMANN SETTLEMENT ART SCHOOL, 1835 Center Ave., Pittsburgh, Pa., Sidney A. Teller, *ex. dir.*

Classes in drawing, painting, modeling for nominal tuition fee; evening classes; term of eight months; enrollment, 88; for further information about program of Settlement, see p. 214.

AQUIDNECK COTTAGE INDUSTRIES, 40 School St., Newport, R. I., Susan P. Swinburne, *supt.*

Lessons in all branches of needlework.

JAMES LEE MEMORIAL ACADEMY OF ARTS, 690 Adams Ave., Memphis, Tenn., Florence M. McIntyre, *dir.*

Classes in fine and applied arts, jewelry, pottery, and modeling; supported by Memphis Art Association and City of Memphis; tuition free; term of eight months; enrollment, 235.

FOREST COMMUNITY FOUNDATION, Shenandoah Community Workers, Bird Haven, Va.

Community enterprise conducted by and in the interest of a group of native workmen, specializing in wrought iron and wood work; designed to help native handicrafts survive.

Among the colleges and universities offering home study and extension courses are the following. The items are arranged alphabetically by name of institution.

UNIVERSITY OF ARIZONA, Art Department, Division of University Extension, Tucson, Ariz.

Home study courses in costume design, clothing selection, and home furnishings; for further information about program of Division, see University Extension.

UNIVERSITY OF ARKANSAS, Art Department, General Extension Service, Fayetteville, Ark., Elizabeth Galbraith, *art dir.*

Home study courses in elementary and high school art, history and appreciation of art; group study courses in art and art appreciation offered to women's clubs and other groups; for further information about program of Extension Service, see University Extension.

UNIVERSITY OF CALIFORNIA, Art Department, University Extension Division, Berkeley, Calif., Leon J. Richardson, *dir.*

Classes in history and appreciation of art, interior decoration, design, pottery, commercial art, painting, block printing, etching, art education, anatomy, color, metal work, cartooning, leather, and

stagecraft; home study courses in history and appreciation of art, freehand drawing, interior decoration, and esthetics; for further information about program of Division, see University Extension.

UNIVERSITY OF CHICAGO, Art Department, Home Study Department, Chicago, Ill., John Shapley, *chmn. dept.*

Extension courses in history and appreciation of art, interior decoration, painting; home study courses in history and appreciation of art, freehand drawing, costume design, elementary and high school art, design, and architecture; for further information about program of Department, see University Extension.

COLUMBIA UNIVERSITY, Art Department, University Extension, New York, N. Y., Arthur Young, *in charge, art courses.*

Home study courses in history and appreciation of art; history of Italian painting; enrollment, 1930-33, 295; extension classes in art appreciation, art structure and design, clay modeling, drawing and painting; for further information about Extension program, see University Extension.

UNIVERSITY OF FLORIDA, Art Department, General Extension Division, Gainesville, Fla., Jean O. Mitchell, *in charge, art courses.*

Home study courses in theory of color and design, home decoration, pencil drawing and perspective, and public school art; for further information about program of Division, see University Extension.

INDIANA UNIVERSITY, Art Department, Extension Division, Bloomington, Ind., Harry Engel, *art dir.*

Extension courses in commercial art, architecture, freehand drawing, interior decoration, painting; home study courses in history and appreciation of art, painting, and commercial art; for further information about program of Division, see University Extension.

UNIVERSITY OF KANSAS, Art Department, University Extension Division, Lawrence, Kan., Helen E. Wagstaff, *sec., bureau of general information.*

Bureau of Visual Instruction distributes slides and films for use of art classes; Bureau of Correspondence Study offers course in sketching and lettering, Bureau of General Information offers, through Extension Library Service, art prints, package libraries, study outlines and reading courses on art subjects; for further information about program of Division, see University Extension.

MASSACHUSETTS DEPARTMENT OF EDUCATION, Art Department, Division of University Extension, Boston, Mass.

Extension courses in history and appreciation of art, interior decoration, freehand drawing, commercial art, fashion drawing, painting and sketching for recreation, etching, art in industry; home study courses in history and ap-

preciation of art, freehand drawing, lettering, commercial art, show-card writing, and interior decoration; for further information about program of Division, see University Extension.

UNIVERSITY OF MINNESOTA, Art Department, General Extension Division, Minneapolis, Minn., Ruth Raymond, *art dir.*

Extension courses in history and appreciation of art, interior decoration, freehand drawing, design, architecture, art education, and commercial drawing; for further information about program of Division, see University Extension.

UNIVERSITY OF NEBRASKA, Art Department, Division of University Extension, Lincoln, Nebr., A. A. Reed, *dir.*

Home study courses in freehand drawing, design and interior decoration, history and appreciation of art; for further information about program of Division, see University Extension.

NEW YORK UNIVERSITY, Art Department, University Extension Division, Washington Square East, New York, N. Y., Bernard Myers, *lecturer on art.*

Extension courses in the history and appreciation of art; for further information about program of Division, see University Extension.

OREGON SYSTEM OF HIGHER EDUCATION, Art Department, General Extension Division, University of Oregon, Eugene, Ore.

Extension courses in history and appreciation of art, freehand drawing, design, and commercial art; for further information about program of System, see University Extension.

PENNSYLVANIA STATE COLLEGE, Art Department, Division of University Extension, State College, Pa., Frank H. Koos, *asst. dir.*

Home study courses in history and appreciation of art; freehand drawing, applied design, history of architecture, mechanical drawing, and advanced engineering drawing; for further information about program of Division, see University Extension.

UNIVERSITY OF SOUTH DAKOTA, Art Department, Division of University Extension, Vermillion, S. D., L. C. Mitchell, *art dir.*

Home study courses in history and appreciation of art; for further information about program of Division, see University Extension.

UNIVERSITY OF UTAH, Art Department, Division of University Extension, Salt Lake City, Utah.

Elementary art course and course in methods of teaching art through home study division; courses in pottery, interior decorating, home building and furnishing through extension division in downtown section of city; for further information about program of Extension, see University Extension.

UNIVERSITY OF VIRGINIA, Art Department, Division of University Extension, Charlottesville, Va.

Extension courses in history and appreciation of art and archaeology; conducts, in cooperation with American Federation of Arts, art exhibits in selected rural communities; for further information about Division, see University Extension.

UNIVERSITY OF WASHINGTON, Art Department, Extension Service, Seattle, Wash., Walter Isaacs, *art dir.*

Extension courses in freehand drawing, history and appreciation of art, jewelry, furniture design, pottery, metal work, and costume design, home study courses in history and appreciation of art, costume design, and lettering; for further information about program of Service, see University Extension.

UNIVERSITY OF WISCONSIN, Art Department, University Extension Division, Madison, Wisc., A. H. Smith, *recorder.*

Home study courses in lettering and show-card writing; for further information about program of Division, see University Extension.

See also the following organizations listed under National Organizations:

AMERICAN FEDERATION OF ARTS

AMERICAN INSTITUTE OF ARCHITECTS

COLLEGE ART ASSOCIATION

FEDERATED COUNCIL ON ART EDUCATION

GENERAL FEDERATION OF WOMEN'S CLUBS

INSTITUTE OF ARTS AND SCIENCES

JEWISH WELFARE BOARD

NATIONAL ALLIANCE OF ART AND INDUSTRY, INC.

NATIONAL COMMISSION ON THE ENRICHMENT OF ADULT LIFE

YOUNG MEN'S CHRISTIAN ASSOCIATION

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Also the following articles:

MUSEUMS IN ADULT EDUCATION, p. 105.

ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES, p. 158.

ADULT EDUCATION IN SETTLEMENTS, p. 203.

UNIVERSITY EXTENSION, p. 254.

READING LIST

Duffus, R. L. *The American Renaissance*. Knopf, 1928.

"The Undergraduate Looks at Art" is the title of the first part of the book; part two deals with the practical schools for technical training in the arts; part three deals with the non-academic and informal organizations for art instruction; part

four is entitled "Dusting Off the Museums"; part five discusses "The Arts Dramatic."

Keppel, F. P. and R. L. Duffus. *The Arts in American Life*. McGraw-Hill, 1933.

Published separately and included as Chapter XIX, *Recent Social Trends in the United States*, prepared under the direction of the President's Research Committee on Social Trends.

COMMUNITY AND STATE ORGANIZATIONS OF ADULT EDUCATION AGENCIES

The initial attempt in the United States to organize the educational facilities of an entire community with reference to the adult and his needs was made in Cleveland, Ohio, in 1924, when the Adult Education Association of Cleveland was formed. Shortly after that date agencies in Buffalo, Chicago, Detroit, St. Louis, and a number of other cities followed Cleveland's example and organized similar associations. Regional and state organizations were also formed. Some of these organizations are known as adult education councils, some as adult education committees or boards, others as conferences, but whatever the term used the purpose of all groups is the same—to provide an opportunity for an interchange of ideas on the part of representatives of non-profit-making agencies engaged in work with adults toward the end that unnecessary duplication of effort may be avoided, that efforts may be coordinated, and that the quality of the work offered may be improved.

The programs of the state and regional organizations vary considerably. In some instances activities are limited to annual conferences, usually of one day's duration; in others, notably the California Association for Adult Education, the program includes maintaining an information service about adult education activities throughout the state, conducting experiments in adult education, organizing classes, and holding a summer school in cooperation with the State Department of Education and other state agencies.

The program of community organizations usually includes the making of a survey of the facilities for adult education in the region and studying the needs of the people, establishing a clearing house for information on opportunities for adult education offered by the various educational agencies in the community, and obtaining publicity for adult education projects. The public library, with the assistance of other members of the organization, usually collects detailed information about local educational and recreational opportunities open to adults and serves as a center for such information for member agencies and the public as well.

While membership in community organizations is frequently open

to anyone in the community with an interest in adult education, it is largely composed of representatives of such organizations as libraries, public schools, Young Men's and Young Women's Christian Associations, parent-teacher associations, settlements, museums, etc. Sometimes the churches are represented, sometimes not.

Methods of financing adult education organizations vary. Since a full-time secretary is not usually employed, expenses incurred are small. Accordingly, many associations have no membership fee, and one or more of the member agencies, the public library, for example, absorbs necessary expenditures for such items as postage and stationery. A few organizations have received grants from foundations for special projects and a few receive regular support from local institutions. When a membership fee is charged it rarely exceeds \$3 for individuals; in a few instances there is a larger fee for institutions and organizations. The work of the organization, when there is no paid secretary, is carried on by officers, usually a chairman and secretary, and by various committees.

Meetings of local organizations are held during the fall and winter, at regular intervals. The meetings are informal in character. Members announce special projects being conducted by their agencies; chairmen of committees report as necessary; sometimes addresses are made by visiting authorities. Time is usually allowed for informal discussion of one or more aspects of the council's program.

D. R.

So rapid has been the growth in the number of these organizations during the past year that it is probable that some of the more recently formed agencies are not included in the following list. Every effort has been made, however, to publish as complete a list as possible. This list is arranged alphabetically by state and city.

CALIFORNIA ASSOCIATION FOR ADULT EDUCATION, 308 California State Bldg., Los Angeles, Calif., Lyman Bryson, *ex. dir.*, Lucy Wilcox Adams, *assoc. dir.*

Founded in 1927 to study and evaluate all types of adult education activity, scholastic, and non-scholastic, and to conduct experiments which may be of value to existing groups; cooperates closely with State Department of Education, state universities, evening schools and voluntary groups, such as clubs,

churches, and community organizations; during early years of Association directors and members of staff conducted and helped establish discussion groups throughout state and held forums and series of summer schools for adults who wished to study art, philosophy, economics, etc., without university credit, and conducted schools for training of teachers in methods and principles of adult education in cooperation with State Department of Education and University of California; clearing house for information about adult education

activities throughout state; in 1933 made survey of public adult education in state; in same year cooperated with other institutions of state in conducting Summer School for Industrial Workers see p. 303.

ADULT EDUCATION COUNCIL OF DENVER, 414 14th St., Denver, Colo., John W. Amesse, *pres.*, Guy Fox, *chmn.*, board of *dir.*

Founded in 1933; program not yet formulated; purpose is to gather together representative group of citizens to express and interpret needs and interests of people in Denver in respect to adult education; to further idea of education as a process continuing throughout life; to serve as a clearing house for information in field of adult education in Denver; to assist enterprises already in operation; to help organizations and groups to initiate desirable adult educational activities; to collect and disseminate information relating to adult education; and to aid and advise individuals who desire to continue learning by themselves.

ADULT EDUCATION COUNCIL OF CHICAGO, 224 So. Michigan Ave., Chicago, Ill., Fred Atkins Moore, *ex. dir.*

Central agency and cooperative service bureau for educational organizations and institutions; permanent secretary on salary; maintains list of educational organizations offering courses and services; speakers' bureau; three weekly radio programs; functional committees on civic education, economic education, volunteers; developing joint program of civic and economic education and enlisting and training volunteer leaders; annual all-day conference and luncheon conferences for discussion of various types of adult education; directors'

meeting held monthly, supported by membership fees, \$10 to \$100 for organizations, \$2.50 or more for individuals, and by speakers' bureau commissions on fees; issues *Educational Events in Chicago*, monthly September to March

INDIANAPOLIS ADULT EDUCATION ASSOCIATION, Indianapolis, Ind., L. L. Dickerson, *dir.*

Clearing house for information about work done by various member agencies; holds meetings of representatives of organizations for purpose of learning about policies and programs of all agencies, eliminating all avoidable duplication, and making plans for filling notable existing needs; undertakes to bring to public attention conspicuous worthy cultural opportunities relatively unknown.

LOUISIANA ADVISORY BOARD ON ADULT EDUCATION, University Station, Baton Rouge, La., Glenn H. Holloway, *sec.*

Organized to plan and coordinate offerings in adult education of various educational agencies within the state; individual institutions experimenting separately to determine which projects can be extended over state by each institution acting in its own particular field; see also Agricultural Extension Service, College of Agriculture, University of Louisiana, p. 7.

ADULT EDUCATION COUNCIL OF GREATER BOSTON, Boston, Mass., William F. Stearns, *sec.*, Kirkley Mather, *chmn. of organizing committee.*

Council in process of formation.

SPRINGFIELD LEISURE TIME COUNCIL, School Department, City Hall, Springfield, Mass., Josephine D. Mason, *sec.*

Purpose of Council is to stimulate, foster and coordinate activities which contribute to the enrichment of adult life; program in process of formation; membership, 50, see also Springfield Public Schools, p. 170.

DETROIT INSTITUTE OF ADULT EDUCATION, 1397 E. Jefferson Ave., Detroit, Mich., Margaret S. Sanger, *dir.*
Program temporarily suspended.

COMMITTEE TO PROMOTE ADULT EDUCATION, Flint, Mich., 913 Flint P. Smith Bldg. M. C. Hurd, *chmn.*

Survey of adult education opportunities in city made by Committee showed need for more classes, as result General Motors Institute opened classes to public and offered some courses in business practice to fit needs of local retail business institutions; during past year arranged series of meetings devoted to discussion of all types of adult education being carried on in city, led by persons prominent in each field; membership, 14 institutions.

MINNEAPOLIS COUNCIL FOR ADULT EDUCATION, 402 Administration Bldg., University of Minnesota, Minneapolis, Minn., A. H. Speer, *sec.*

Organized 1929, serves as consulting organization composed of representatives of all agencies in city whose work is in any way related to adult education in any of its forms; membership restricted to representatives of non-profit-making organizations; surveyed adult education opportunities in city; three discussion meetings, four executive board meetings held annually; occasional forum meetings.

RADBURN ASSOCIATION, Fair Lawn, N. J., Robert B. Hudson, *asst. to mgr.*

Organized 1929; serves 500 families; citizens' committee on adult education guided by interest-finding questionnaires determines program; popular discussion courses offered under competent leadership at nominal fee; little theater group presents several plays each season; Radburn Friends of Music discuss music appreciation and encourage musical performances

ALBANY CITY AND COUNTY ADULT EDUCATION COUNCIL, Albany Public Library, Albany, N. Y., J. T. Loree, *chmn.*, Winifred A. Sutherland, *sec.*

Organized 1932; coordinates and correlates work of various organizations in city and county engaged in adult education activities for purpose of avoiding needless duplication of effort; fosters increased interest in educational programs in community; eventually hopes to encourage new enterprises in field of adult education in community; monthly meetings held; membership, over 50 organizations.

BROOKLYN CONFERENCE ON ADULT EDUCATION, Seth Low Junior College, 375 Pearl St., Brooklyn, N. Y., Edward J. Allen, *pres.*, Seymour Barnard, *sec.*

Coordinates adult education activities in Brooklyn; preparing directory of adult education agencies in city; committee working on plan to facilitate greater use of teacher service from New York State Department of Education financed by state relief funds; five to eight luncheon meetings held annually for informal discussion, and occasional formal meetings with guest speakers; annual membership fee \$2; made community survey and published *The Making of Adult Minds in a Metropolis*

Area by Frank Lorimer, issued by means of grant from Carnegie Corporation of New York upon recommendation of American Association for Adult Education.

BUFFALO EDUCATIONAL COUNCIL, Grosvenor Library, Buffalo, N. Y., A. H. Shearer, *sec.*

Organized in 1925 to unite efforts of educational agencies in Buffalo, membership restricted to representatives of non-profit-making organizations engaged in adult education; made survey of educational facilities of Buffalo in 1926, published under title, *Adult Education in a Community*; Buffalo Public Library, a member of Council, maintains list of adult education opportunities in city; occasional evening meetings, attendance 30-60, addressed by members of Council and occasional visiting speakers; membership, 31 organizations; annual fee, \$5.

HARLEM ADULT EDUCATION COMMITTEE, see p. 127.

NEW YORK ADULT EDUCATION COUNCIL, 366 Madison Ave., New York, N. Y., Winifred Fisher, *ex. sec.*

Composed of both lay and professional persons, works for more effective cooperation in securing an adequate program for adult education in Metropolitan area; acts as avenue for counseling among agencies, for consideration of common problems, for encouragement of public interest and participation in adult education, and for planning on a community-wide basis; provides following central services: file of adult education activities in the area; free information service for individuals on adult education opportunities; consultations for cooperating agencies; looseleaf *Notebook of Adult Education News* for cooperating agencies, with regular releases, oc-

casional releases to members; meetings, some with speakers and some for discussion and counseling on various questions with which adult education is concerned; membership dues, individuals, \$2, associate, \$1, cooperating organizations, \$25, \$10, and \$5.

THE SCHENECTADY COUNCIL ON EDUCATION, Department of Public Instruction, 108 Union St., Schenectady, N. Y., Wilma D. Scott, *sec.*

Organized October 1930; eleven committees on commercial education, fine arts, home making, citizenship, industrial education, collegiate and professional education, mental and physical health, parent education, recreation, religious education, and rural education have made survey of adult education opportunities in city in their particular fields; one committee has compiled report into single compact unit dealing with past, present, and future status of the Council; another committee compiling list of local organizations engaged in adult education to be placed in public library and other public agencies; occasional informal meetings.

THE ADULT EDUCATION ASSOCIATION OF CLEVELAND, Room 439, Board of Education Bldg., Cleveland, Ohio, Alice S. Tyler, *sec.*

Aims to encourage use of leisure for self-education, to work toward an intelligent and informed public opinion by promoting free and tolerant discussion of foreign and domestic affairs, to work toward a better understanding among the various groups in local population by interpreting the contribution each makes to American civilization, and to bring together peoples of differing racial and religious backgrounds on an educational basis of tolerance; provides training courses in methods of

adult education; organizes groups for study and discussion; suggests study programs to clubs and other organizations; conferences and institutes on subjects of current interest and forums in various neighborhoods of city; disseminates information about educational facilities of city; publishes *Announcer*, monthly eight months of year; *News Letter*, issued to members three times a year; membership, 600.

OHIO CONFERENCE ON ADULT EDUCATION, Department of Adult Education, Ohio State University, Columbus, Ohio, Jessie A. Charters, *sec.*

Organized 1932; coordinating agency for various organizations and agencies carrying on adult education activities and programs; leadership training courses for parents and adult education workers; organizes city and county adult education units; annual convention in interest of adult education; cooperates with State Department of Education and public schools; dues, \$3 for organizations, \$1 for individuals.

TOLEDO COUNCIL FOR ADULT EDUCATION, Toledo Museum of Art, Toledo, Ohio, Elisabeth J. Merrill, *sec.*

Organized October, 1933; plans to serve as a clearing house for information about adult education in Toledo; endeavoring to discover any duplication of effort among agencies engaged in adult education and any lack of facilities for adult education in city; membership includes representatives of all types of adult education in city.

PITTSBURGH COUNCIL ON ADULT EDUCATION, Carnegie Library of Pittsburgh, Pittsburgh, Pa., Charles W. Mason, *sec.*

Organized 1932; attempts to coordinate adult education agencies in Pitts-

burgh and to arouse public consciousness on present needs for morale building; membership restricted to representatives of non-profit-making adult education organizations; no membership fee; assessment may be voted to cover incidental expenses of postage, stationery, etc.; Carnegie Library maintains list of adult education classes in city; preliminary survey of adult education opportunities in city made in cooperation with University of Pittsburgh; posts cards on educational opportunities in street cars, on bulletin boards, etc.; three or four luncheon meetings annually, attendance, 20-30, with informal short addresses by members of Council on progress of individual agencies; Committee on Philosophy of Adult Education studying problem preparatory to conducting seminar for own members; Committee on Discussion Groups trains group leaders; Committee on Informal Adult Education studying the variety, quality, and effectiveness of informal activities in order to assist in promotion of new programs and increase efficiency of those now functioning; Committee on Schools for the Unemployed brings together those concerned with solution of unemployment problem; Speaker's Bureau clears for all agencies which use speakers.

NASHVILLE EDUCATIONAL COUNCIL, Carnegie Library, Nashville, Tenn., F. K. W. Drury, *dir.*

Not active at present.

PROVISIONAL COMMITTEE ON ADULT EDUCATION IN VERMONT, 94 Grove St., Rutland, Vt., Marion Gary, *chmn.*

Operating on temporary basis until funds can be secured for permanent association; indirectly sponsoring Regional Library Service Project; Adult Education Section of Committee on Educa-

tional Policies formed Vermont Commission on Country Life in 1931 that included representatives from major organizations in state concerned with adult education; serves as clearing house of information in adult education; membership, 10 organizations.

RICHMOND COUNCIL OF ADULT EDUCATION, Public Library, Richmond, Va., Thomas B. Ayer, *ln.*

Council formed during fall of 1933; plans in process of formation.

VIRGINIA STATE CONFERENCE ON ADULT EDUCATION, Extension Division, University of Virginia, University, Va., George B. Zehmer, *dir.*

Annual conferences for discussion of state and national problems of adult education, sponsored by Extension Division, held at time of meeting of Institute of Public Affairs.

PACIFIC NORTHWEST ASSOCIATION FOR ADULT EDUCATION, W. 4004 Queen Ave., Spokane, Wash., Rhoda M. White, *pres.*

Annual conferences successively in each of four states of Pacific Northwest—Idaho, Montana, Oregon, Washington; 1934 meeting to be held in

Portland, Oregon, topic for discussion: What has adult education for these times in these states?; membership, 100.

SPOKANE CENTRAL COMMITTEE FOR ADULT EDUCATION, W. 4004 Queen Ave., Spokane, Wash., Rhoda M. White, *dir.*

Conducts Educational Exchange, free information service, where those wishing to learn may register for a teacher or group leader in any subject, and where men and women may register who are prepared to teach or lead discussion groups or to lecture on given subjects; membership, 100.

MILWAUKEE COUNTY ADULT EDUCATION COUNCIL, 626 No. Jackson St., Milwaukee, Wisc., Marion Neprud, *sec.*

Organized 1933 to foster closer acquaintanceship and cooperation among various non-profit adult education agencies; program in process of formation; committee working on list of educational organizations offering courses and services for adults to supplement list already compiled by public library; membership open to anyone interested in adult education; fee of not more than \$1 annually to be charged; monthly dinner meetings to be held.

Following are the secretaries of the various state COMMISSIONS on the ENRICHMENT OF ADULT LIFE of the NATIONAL EDUCATION ASSOCIATION. A general statement of the work of the Commissions appears in the list of National Organizations under National Education Association, Commission on the Enrichment of Adult Life.

Frank L. Grove, *sec.*, 417-420 First National Bank Bldg., Montgomery, Ala.
N. D. Pulliam, *sec.*, Madison School, Phoenix, Ariz.
Roy W. Cloud, *sec.*, 155 Sansome St., San Francisco, Calif.

W. B. Mooney, *sec.*, 530 Commonwealth Bldg., Denver, Colo.
Gordon C. Swift, *sec.*, Superintendent of Schools, Watertown, Conn.
Kyle T. Alfriend, *sec.*, 400 Vineville Ave., Macon, Ga.

- John I. Hillman, *sec.*, Room 331, Sonna Bldg., Boise, Idaho.
- Charles F. Pye, *sec.*, 415 Shops Bldg., Des Moines, Iowa.
- P. H. Griffith, *sec.*, Box 541, Baton Rouge, La.
- Adelbert W. Gordon, *sec.*, State House, Augusta, Me.
- Hugh Nixon, *sec.*, 15 Ashburton Place, Boston, Mass.
- E. T. Cameron, *sec.*, 935 No. Washington Ave., Lansing, Mich.
- Bernice D. Gestie, *sec.*, Minnesota Journal of Education, 2462 University Ave., St. Paul, Minn.
- R. J. Cunningham, *sec.*, Box 217, 7 Kohrs Block, Helena, Mont.
- Everett M. Hosman, *sec.*, 511 Richards Bldg., Lincoln, Nebr.
- Lillian Esden, *sec.*, Reno High School, Reno, Nev.
- Arvie Eldred, *sec.*, 240 State St., Albany, N. Y.
- C. M. Howell, *sec.*, 708 Continental Bldg, Oklahoma City, Okla.
- Jule B. Warren, *sec.*, Box 274, Raleigh, N. C.
- E. F. Carleton, *sec.*, 408 Salmon St., Portland, Ore.
- J. P. Coates, *sec.*, 1218 Senate St., Columbia, S. C.
- N. E. Steele, *sec.*, Room 3, Perry Bldg., Sioux Falls, S. D.
- Hazel Q. Todd, *sec.*, Civic Center, 149½ Regent St., Salt Lake City, Utah.
- Marion C. Parkhurst, *sec.*, Ira Allen School, Burlington, Vt.
- J. H. Hickman, *sec.*, 1816 Washington St., Charleston, W. Va.
- B. E. McCormick, *sec.*, 716 Beaver Bldg., Madison, Wisc.

READING LIST

- Cleveland Conference for Educational Cooperation. Annual Report and Reports of Committees. The Cleveland Conference, Cleveland, Ohio, 1928. 157 p.
- Aims to discover the educational and cultural needs of the community as a whole. Embodies four committee reports: Exchange of Service; Training of Teachers; Art, Music and the Drama; Research and Graduate Instruction.
- Herring, John W. Social Planning and Adult Education. Macmillan, 1933. 138 p.
- An interpretation of the program of the Chester County (Pennsylvania) Health and Welfare Council—an adventure in community planning.
- Lorimer, Frank. The Making of Adult Minds in a Metropolitan Area. Macmillan, 1931. 245 p.
- Results of study made for the Brooklyn Conference on Adult Education. Study is based on the belief that the making of adult minds is the fundamental task of the day, and that it is a lifelong process. Account is taken of organized courses of study, attendance at museums and libraries, reading of newspapers, radio programs, and community center activities.
- Marsh, C. S. Adult Education in a Community. American Association for Adult Education, 1926. 192 p.
- A record of the organization of the Buffalo New York Educational Council, one of the earliest efforts to organize adult education facilities on a community basis.

PRIVATE CORRESPONDENCE SCHOOLS

There are in the United States approximately fifty correspondence schools of importance which are organized and operated on a strictly commercial basis. These schools, for the most part, offer only trade, vocational, and technical courses. Some of the textual materials especially prepared by these schools for their students are considered to be among the best vocational literature which is available today within the fields covered. Practically all well-recognized trades or vocations are served by one or more of these institutions.

The private correspondence school caters primarily to the adult. The median age of the 500,000 students enrolled by this group during 1931 was approximately twenty-six years; the middle fifty per cent ranged between the ages of twenty-two and twenty-nine. These schools function most successfully within the field of "job improvement." For the most part their students are employed men and women who hope to raise themselves to a level of greater efficiency or responsibility and thus eventually to increase their income. Most correspondence schools secure their enrollments through a direct economic appeal. Such an appeal is usually not considered to be orthodox by conservative institutions of higher education; but apparently it is approved by industrial and commercial corporations in America, for more than 5,000 of them have some kind of contractual relations with private correspondence schools for the "up-grading" and training of their employees. In many instances special home study or correspondence courses have been prepared for the sales employees of corporations having a national distribution of such products as automobiles and shoes, or maintaining large groups of personnel in chain, department, and drug stores.

There is little or no conflict between the practical courses offered by these private correspondence schools in the trade and vocational field and those offered by resident institutions. They are supplementary to our present public educational system rather than competitive.

In addition to the above mentioned private correspondence schools there is a large number of irresponsible institutions whose courses of study are of questionable merit. Their offerings frequently consist of courses which are either obsolete or are given without personal instruc-

tion—that is, they are reading courses only. Schools of this type have in the past been responsible for casting an unfavorable reflection upon the entire correspondence school field. It is desirable, therefore, for the student to investigate the rating of a correspondence school before enrolling.

The National Home Study Council, Washington, D. C., was organized in 1926 as an inspecting and approving agency for this entire field. The Council cooperates with privately owned correspondence schools and other interested agencies in making effective a constructive program designed to curb and eliminate unfair exploitation of ambitious persons by unworthy correspondence or home study schools. A full description of the program of the Council appears on page 336.

—J. S. NOFFSINGER, *Director*,
National Home Study Council.

Since only non-profit-making organizations are listed in this book, readers are referred to the National Home Study Council for information concerning privately owned and operated correspondence schools. A description of correspondence courses under university auspices appears on p. 255.

See also the following organizations listed under National Organizations:

AMERICAN INSTITUTE OF BANKING
KNIGHTS OF COLUMBUS
NATIONAL HOME STUDY COUNCIL

READING LIST

Bittner, W. S., and H. F. Mallory.
University Teaching by Mail. Macmillan, 1933. 384 p.

Records the results of a two-year survey of university and college correspondence instruction. Most of the study is confined to the work of institutions that are members of the

National University Extension Association.

Encyclopædia Britannica. Correspondence Schools. 14th edition, v. VI, p. 468.

Résumé of the movement written by J. S. Noffsinger, Director of the National Home Study Council.

Noffsinger, J. S. Correspondence Schools, Lyceums, Chautauquas. Macmillan, 1926. 145 p.

Summary of an investigation into the type of instruction offered by the widely advertised correspondence schools, and of the mass education given in lyceum halls and chautauqua circuit tents.

COURSES IN ADULT EDUCATION

Courses in adult education offered by American educational institutions are still in the experimental stage. In most institutions they consist of a discussion of the history, aims, methods, and achievements of the movement and of the various philosophies underlying it. Research in adult education problems is sometimes a part of the course.

In addition to these courses on the general subject of adult education there are a number of courses for teachers, social workers, and others planning to instruct parent education groups. Admittance to such courses is usually restricted to students with an adequate background of psychology, sociology, education, and practical experience, since they deal with methods of conducting project supervisions, lectures, and field laboratory work with parent education groups rather than with the subject matter of child study.

Courses in methods of teaching non-English speaking foreign-born and native-born illiterates are being offered in a few institutions. Frequently these courses require the student to do a considerable amount of practice teaching with organized classes.

It is significant, in view of the economic situation and the resultant cutting of budgets, that an increasing number of institutions are including courses in adult education and in the technique of teaching adults in their curricula.

D. R.

Among the courses in adult education being offered during 1933-34 are the following, listed alphabetically under the name of the institution.

UNIVERSITY OF CALIFORNIA, School of Education, Berkeley, Calif., George A. Rice and Fanny L. Bulger, *in charge*, adult ed. course.

Course includes discussion of nature and objectives of adult education, choice of materials, organization and presentation; practice, under supervision, with classes of adults; may be offered in partial fulfillment of requirements of State Board of Education for the Special Sec-

ondary Credential for teaching citizenship to adults; two unit course.

UNIVERSITY OF CALIFORNIA, Extension Division, 815 So. Hill St., Los Angeles, Calif., Frederic P. Woellner, *assoc. prof.*

Course in Principles of Adult Education including analysis of adult education movement to ascertain methods for organizing and conducting special and

evening classes for mature students; problems of citizenship, Americanization, vocational and liberal education considered; two unit course; for further information concerning program of Extension Division see University Extension.

STANFORD UNIVERSITY, SCHOOL OF EDUCATION, STANFORD UNIVERSITY, Calif., William M. Proctor, *prof. of ed.*

Seminar on development of agencies which provide educational opportunities for adults, including study of history, aims and purposes of agencies that provide educational opportunities for adults in America and Europe; philosophy, methods of teaching, sources of support, and administration of adult education also investigated; five unit course.

GEORGE WILLIAMS COLLEGE, Hyde Park, Chicago, Ill., Hedley S. Dimock, *in charge, adult ed. course.*

Course includes survey of adult education movement in United States and other countries; philosophy of adult education; relation to leisure; types of adult education programs involving the use of arts, drama, music, pictures, crafts, discussions, forum groups, formal schooling; critical evaluation of existing programs in Chicago; four points credit.

STATE UNIVERSITY OF IOWA, Iowa City, Ia., C. L. Robbins, *prof. of ed.*

Offers for credit comprehensive course in adult education including history, methods of teaching adults, development of various forms, etc., in the United States and abroad.

MASSACHUSETTS DEPARTMENT OF EDUCATION, Boston, Mass., Mary L. Guyton, *state supv., adult alien ed.*

Course in Problems and Procedures in Adult Alien Education, offered for

purpose of preparing teachers to work in field of adult alien education; includes study of political, social, and cultural backgrounds of largest racial groups in State, methods of teaching adult immigrants, study of immigrant law, etc.; fifteen lectures, two semester hours; course in Supervision of Instruction in Adult Alien Education, planned especially for supervisors and experienced teachers who have taken preliminary course in practical applications of techniques, methods and principles of supervision offered by Department (others properly qualified also admitted); emphasis placed on underlying principles of sociology and psychology on which education of the adult alien is based; both courses offered for credit; also open to auditors.

THE TWENTIETH CENTURY ADULT EDUCATION CENTRE, THE TWENTIETH CENTURY CLUB, 3 Joy St., Boston, Mass., Kirtley F. Mather, *chmn.*

Course in Adult Education—Its Aims and Methods, with lectures by visiting authorities; arranged for leaders of adult work in industry, religion, social and educational work; for further information about Twentieth Century Club, see p. 102.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, N. Y., E. deS. Brunner, *prof. of ed., chief adviser, adult ed. courses*; F. E. Johnson, *prof. of ed.*, and Frank Cyr, *assoc. in rural ed.*, Elizabeth C. Morriss, *assoc. in adult ed.*

Offers for credit toward the bachelor's, master's, or doctor's degree courses in adult education, during winter and spring terms, including: introductory course covering various developments in field of adult education, such as univer-

sity extension, public school and adult education, workers' education, etc.; course on Adult Education Problems, conducted as student-faculty discussion group and seminar for scholarship students and others properly qualified; course on The Cooperative Extension Service; course in Field Work in Adult Education for teachers of limited experience who have attended or are attending courses leading to specialized fields or functions in adult education; course in Research in Adult Education; adult education department constructs programs of students majoring in adult education on individual basis and instead of adding new courses utilizes those offered by other departments (for example, a student proposing to develop course for adults in biology works with individual attention under professors of biology, curriculum making, and adult education, the latter helping the student to use material from other departments in working out his individual problem).

HARLEM ADULT EDUCATION COMMITTEE, New York Public Library—
135th St. Branch, New York, N. Y.

Offering course on adult education, 1934, including eleven lectures on such subjects as Educational Experiments in Russia, Adult Education in Social Agencies, Community Correlation of Adult Education Programs, The State as an Adult Educator, Adult Education in England and the Scandinavian Countries, etc.

EVENING AND EXTENSION SESSIONS,
HUNTER COLLEGE OF THE CITY OF NEW YORK, Park Ave. and 68th St., New York, N. Y., A. Broderick Cohen, *dir.*

Offers following courses: Adult Education, a course dealing with typical movements in adult education, their

origins, underlying philosophy, aims, methods, and achievements; open only to graduate students, and to teachers of three years' experience; two credits toward master's degree; Methods of Teaching English to non-English Speaking Adults, including work with those in evening schools, factory classes, and home classes; observation and practice teaching required; one credit toward bachelor of science degree in education, Methods of Work with Foreign-born Adults—full-time or part-time activities, including methods of organizing and teaching session classes in day or evening schools or organizing and conducting varied activities in specific district on full-time plan under public or private auspices, with special attention to Methods of Recruiting and Teaching Illiterates and Beginners; observation and practice teaching required; one credit toward degree of bachelor of science in education; Adult Education for the Foreign-born, intended for teachers, social workers and others interested in adjustment of resident foreign-born adults to American conditions and social demands, two credits; elementary course in Theory and Methods of Parent Education for teachers of immigrant adults, including lectures, discussion, home observation, collateral reading, two credits; Field Work in Adult Education, for teachers of limited experience in adult education; students assigned to practice teaching and other community activities under supervision; two credits, advanced course in Theory and Methods of Parent Education for teachers of immigrant adults, including evaluation of materials and various ways of presenting them to classes of foreign-born parents; two credits toward degree of bachelor of science in education; for further information about Evening and Extension program, see University Extension.

EXTENSION DIVISION, UNIVERSITY OF ROCHESTER, Rochester, N. Y., Alonzo G. Grace, *dir.*

Offers teachers and leaders course on underlying philosophy and fields of adult education in America and Europe, technique and methods of teaching adults, principles of group discussion, materials of adult education with special reference to formal and informal adult education programs, also offers course in methods of parent education, for further information about program of Extension Division, see University Extension.

OHIO STATE UNIVERSITY, Department of Adult Education, College of Education, Columbus, Ohio, Jessie A. Charters, *chmn. of dept.*

Course in Theory and Problems of Adult Education, background course for leaders and others intending to specialize in parental education, including historical and international survey of movement, relation of parental education to movement, theories and problems of organization, curriculum material, and methods of teaching parents' study groups; admission only after consultation with instructor; two credit hours.

See also the following article:

TRAINING LEADERS FOR ADULT GROUPS, p. 233.

READING LIST

Beglinger, N. J. *Methods in Adult Elementary Education*. Scribner, 1928. 183 p.

Critically concerned with teaching English, especially to foreigners. Emphasizes the necessity for training in reading.

Ellis, A. Caswell. *Research Projects in Adult Education*. American Association for Adult Education. In preparation.

Gray, W. S. *Manual for Teachers of Adult Illiterates*. Washington, National Advisory Committee on Illiteracy, 1930. 239 p.

This study is in three parts: Part I deals with the organization of classes, preparation of teachers, problems and aims of instruction; Part II deals with the method and content of courses in teaching native illiterates; and Part III, with method and content of courses in the teaching of foreign-born illiterates.

United States Department of the Interior, Office of Education. *Methods of Teaching Adult Aliens and Native Illiterates*. Washington, D. C., Government Printing Office. Bulletin 1927, No. 7.

For use in colleges, universities, and normal schools, and for teachers of adults. Topical bibliographies.

ADULT EDUCATION AND THE FOREIGN BORN

Education for the foreign-born adult, frequently called immigrant education, is one of the oldest forms of organized adult education in the United States. The admission of 28,000,000 immigrants to the United States since 1880 has given rise to certain special educational needs. The bulk of this great foreign-born population have needed to learn the language of the country, to acquire sufficient knowledge of American history and government to qualify for American citizenship and, in general, to adjust themselves to the conditions and institutions of their new environment. To meet these needs there have been organized in the last twenty years extensive classes in English and civics, designed primarily for the foreign born.

In broader perspective, the educational needs of the foreign born and native born do not greatly differ. Interest and instruction in biology, music, or economics are much the same whether the student was born in Italy or Idaho. To be sure, study must be carried on through the medium of a familiar language, and if the student does not know English, some other language must be employed. Therefore several of the societies established in this country by foreign-born people conduct a considerable variety of lectures, classes, and other adult educational activities in the mother tongue of their members. Opportunities for advanced study for those unable to use English are, however, strictly limited. Most foreign language societies attempt little beyond occasional lectures. Our public school systems and universities offer practically nothing for the non-English speaking adult. Except for individual study, a knowledge of English is almost indispensable to the man or woman of foreign birth wishing to pursue any form of adult education. This fact and the difficulties which the average immigrant experiences in becoming wholly at home in English, have made the foreign language press important as an educational influence.

So far as the educational interests and needs of the foreign born are to be distinguished from those of the native born, the difference lies in acquiring the knowledge of English and the elements of American government and history necessary for naturalization. Because these are the principal points of difference there has been in many quarters a

tendency to assume that the educational needs and interests of the foreign born are limited to English and civics—a confusion of thought furthered by the fact that many immigrants have had little or no formal education. As a result, there developed methods of instruction ill-adapted to adults, and an attitude of superiority keenly resented by the foreign born, especially in the earlier years of immigrant education.

Prior to 1915, little effort was made to provide opportunities for the immigrant to learn English or to qualify for citizenship. Some cities provided evening school classes, but the country as a whole was oblivious to the problem. The war focused attention on the alien, and in an incredibly short time all sorts of plans for “Americanizing” him sprang into being. Public school systems established courses in English and training for citizenship; social agencies, patriotic organizations, chambers of commerce, industrial plants, etc. organized classes or in other ways promoted “Americanization.” Both the United States Office of Education and the Bureau of Naturalization were active in providing leadership for programs of immigrant education or in securing educational opportunities for applicants for citizenship.

The public school systems of the several states took the lead in the movement and made the most significant contributions to it. A mass of state legislation was enacted within a remarkably short period. In 1915, only New Jersey and Massachusetts had legislation bearing on the subject of immigrant education. By 1920, twenty-seven states had such legislation, eighteen of them granting permission to local school authorities to establish classes for the instruction of the foreign born, and nine making the establishment of such classes mandatory under certain conditions. Eighteen states at this time gave financial aid for the maintenance of such classes, usually on a “fifty-fifty” basis. By 1927, five more states had enacted legislation in this field. Since then, however, there has been no new legislation of any significance. Indeed, even before 1927 a reaction had set in. Interest in immigrant education dwindled greatly. Many of the private agencies withdrew or greatly curtailed their activities. The Bureau of Naturalization abandoned most of its educational activities, as not rightfully constituting part of its work. This reaction has been furthered by the reduction in immigration, and particularly by the depression and the resulting necessity for economy. While most of the large cities of the country continue to furnish evening school classes, and in some places day classes, for their adult inhabitants, in many of them such facilities have been greatly curtailed. New York City, for example, cut its 1933 budget for evening elementary schools by forty per cent. According to the United States

Office of Education, reports from various State Departments of Education show that as a general rule no evening schools are held in cities with fewer than ten thousand people. Similarly, no evening schools, with the exception of two or three states, are reported in rural districts. As a result, a very considerable part of our non-English speaking population has no definite opportunity for education.

This is not, of course, true of all states. A few have admirable programs and are steadily extending their activities. Delaware and California have made notable progress. Connecticut, Massachusetts, and New York are endeavoring to provide adequate educational opportunities for their large foreign-born populations. Certain cities, like Minneapolis and Washington, are doing work of special excellence, with separate schools devoted to day and evening classes for adults.

Despite its shortcomings, immigrant education has accomplished notable results. Hundreds of thousands of foreign-born men and women have been enrolled in public school classes from which they have drawn invaluable instruction, encouragement, and stimulus. If instruction has sometimes been perfunctory and patronizing, more often it has been infused with fine feeling and devotion. In many states there has been an honest attempt to deal competently with a difficult problem and by means of teacher training to promote skilled and tactful instruction. As a result immigrant education has frequently been a humanizing movement for pupil, teacher, and community alike. For many a teacher, association with men and women of many lands has resulted in inspiration and enlarged horizons. In many communities successful classes have effected a new understanding and appreciation of the immigrant, his problems, and achievements.

Social agencies, settlements, factories, and other private agencies have in general relinquished most of their activity in education for the foreign born to the public school system. The Neighborhood Teacher Association in New York, with its home classes for foreign-born women, and the National Council of Jewish Women are notable exceptions.

Many of the numerous foreign language organizations in the United States have declared education to be one of their chief aims. While their educational achievements fall short, as a rule, of their expressed purpose, the immigrant's own organizations have always been a first stepping stone to cultural advancement and to broader intellectual life in America. Meetings of these societies are among the few places where adult foreigners freely go and express themselves on the subjects in which they are interested. Such contacts and discussions have been the stimulus to a wide variety of educational work. Only in the exceptional

case, however, are these activities consolidated into systematic courses and consecutive study. The most common type of activity is the lecture, either a single lecture or a series. Among the other types of educational effort which foreign language organizations have undertaken for their members are reading circles, traveling libraries, singing and dramatic societies, folk high schools, literary clubs, "people's universities," *sokols*, and *turnvereins*, as well as occasional systematic study courses. A few are accomplishing significant work in providing instruction in English and civics or in offering opportunities for advanced study, particularly in cultural subjects, in the native language of the membership. The majority, because of a lack of resources, preparatory education, or trained leadership, are not carrying out a systematic educational program. In view of the variety of their activities and the vast number of people affected, foreign language organizations must be considered as making, in the aggregate, an important contribution to the education of the foreign born.

Although immigrant education has played no small part in the adult education movement, it has always been something of a stepchild. However convenient, the term "adult education for the foreign born" is apt to be misleading. Instruction in our language and institutions is only a small section of the educational needs and interests of the foreign born. Once the hurdle of language is overcome, adult education is essentially the same, whether the student was born in Poland or Pennsylvania.

—READ LEWIS, *Director*,
Foreign Language Information Service.

See the following organizations listed under National Organizations:

AMERICAN TURNERBUND
JEWISH WELFARE BOARD
NATIONAL CATHOLIC WELFARE CONFERENCE
NATIONAL COUNCIL ON NATURALIZATION AND CITIZENSHIP
POLISH NATIONAL ALLIANCE OF NORTH AMERICA
RUSSIAN CONSOLIDATED MUTUAL AID SOCIETY OF AMERICA
SLOVENE NATIONAL BENEFIT SOCIETY
STEUBEN SOCIETY OF AMERICA
WORKMEN'S CIRCLE

Also the following: THE NEIGHBORHOOD TEACHER ASSOCIATION, p. 220.

And the following articles:
ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES, p. 158.
THE PLACE OF RECREATION IN ADULT EDUCATION, p. 185.
ADULT EDUCATION IN SETTLEMENTS, p. 203.

READING LIST

American Library Association. Reading Service to the Foreign Born. Chicago, 1929. 60 p.

Compiled by Committee on Work with the Foreign Born. Chapters on: Approach to the Foreign-Born Reader; Lists for Americanization Workers; Program to Coordinate Work in Adult Education by Libraries and Schools; Cataloguing Foreign Literature; Racial Organizations with Educational Programs; National Organizations that Promote Americanization and Inter-Racial Understanding.

Eaton, Allen H. Immigrant Gifts to American Life. Russell Sage Foundation, 1932. 185 p.

A record of some of the cultural contributions made by our foreign-born citizens, written for the community worker, educator, museum di-

rector, and student of immigrant problems.

Herlihy, Charles M. Adult Education for Foreign-Born and Native Illiterates. U. S. Office of Education Bulletin 1925, No. 36. Washington, D. C., Government Printing Office.

Census data on immigrant education and illiteracy among native born. National survey of state and Federal adult education programs.

Sharlip, W., and A. A. Owens. Adult Immigrant Education. Macmillan, 1925. 317 p.

Deals not only with the pedagogy of immigrant education, but also with certain objectives and principles. It is developed from experience and practice in Philadelphia.

OPEN FORUMS

The open forum is a voluntary assembly of people gathered together for the purpose of discussing all matters of public interest under the guidance of acknowledged leaders, with full opportunity for participation by the audience. Every real forum meeting consists of two parts: an address by an expert and, equally important, a question and discussion period in which any member of the audience is free to ask a question and to advance his own views.

Forums are purely individualistic and autonomous. There is a loose federation known as the Open Forum National Council, but each forum determines its own procedure and sets up its own standards. The forums vary, therefore, with the character of the community. Some are carried on under the auspices of a community committee, others are sponsored by churches, women's and men's clubs, service clubs, or by Young Men's Christian Associations, Young Women's Christian Associations, Young Men's Hebrew Associations, or Young Women's Hebrew Associations.

The Open Forum National Council describes the forum as follows: "The forum avoids partisanship, eliminates sectarianism, and disowns class distinctions. The forum is not a deliberative assembly. It is not a debate, nor a concert, not an entertainment, though it has in turn all the allurements, intensity, contention, delight, and excitement that characterize these widely varied occasions."

At least fifty per cent of the success of any forum, the Council believes, is due to its chairman. "Qualities essential for a chairman are those required for leadership anywhere—quickness of apprehension, depth of comprehension, breadth of sympathy and a sense of humor. The chairman must interpret the speaker to the audience, the audience to the speaker, and the audience to itself."

Experience has shown that it is advisable to have a single individual preside continuously, for only by continuity can chairman and audience become mutually acquainted. It is the duty of the chairman to summarize briefly the message of the speaker, to open the discussion, to restate questions when necessary, and to meet the pauses that sometimes occur, with pertinent questions which will start discussion.

Various forums have various ways of raising the funds necessary

to meet their expenses. Expenses range from a very little to a great deal, according to the intensity and scope of the work undertaken. In the main, financial support comes from one or more of three sources: from an endowment or established organization; from the contributions of those attending forum meetings; from a group of public-spirited men and women who give or guarantee the necessary revenues.

In Des Moines, Iowa, there is being conducted under the auspices and direction of the public school system an experiment in the use of the forum as an instrument for the community-wide education of adults, which is especially worthy of note here in that it is the first demonstration of its kind in this country. The purpose of the experiment is to work out in one community a pattern that will show how the functions of organized public education in any community may be extended to include a vital program of adult education carried on under the direction and control of the Board of Education. The forum was selected as the medium for the experiment. Under the direct supervision of the superintendent of schools, forums where men and women can meet regularly throughout the school year to study and discuss current economic and political problems have been organized and conducted in all parts of the city. The forums are being led by persons chosen for their knowledge of the social sciences and their practical understanding of present-day problems, their experience as teachers, leaders and lecturers, and their ability to write. The project is being financed for a five-year period by a grant made by the Carnegie Corporation on recommendation of the American Association for Adult Education. The meetings are open to all citizens of Des Moines without charge. The approximate attendance from January to July, 1933, was 48,000.

D. R.

Following is a list of some of the forums now being conducted in various parts of the United States. They are given alphabetically by state and city.

ASSOCIATED FORUMS, 214 Loma Drive,
Los Angeles, Calif., F. W. Roman,
leader.

Consists of seven separate forums: the Parliament of Man (discusses world affairs, emphasizing political, economic, and social problems); Wanderers and Wayfarers (philosophy, literature, and art); the Glendale Forum (current

events and characters in American History); Long Beach (current events, Soviet Russia); Pasadena Town Meeting; Literature and Art; and The World Today; all organized on same basis but specializing in different subjects; holds weekly meetings on different days during winter months and monthly meetings during summer; financed by \$10 annual subscription fee or single admis-

sion of \$.50; publishes magazine; average attendance per meeting, 75-400; approximate annual attendance, 10,000.

BRIDGEPORT SUNDAY EVENING COMMUNITY FORUM, 877 Park Ave., Bridgeport, Conn., Grace L. West, *sec.*

Sunday night program, November to May; supported by weekly offering and membership dues; lectures and discussions on current events, world affairs, and on religious, political, social, educational, and civic questions; publicity program through newspaper advertising and news items, post card notices, printed flyers, bulletins, window cards, calendars; membership and board of directors include outstanding leaders among Jewish, Catholic and Protestant people; attendance varies from 200 to 1,350 per meeting.

FLORIDA FORUM AND ASSEMBLY, Daytona Beach, Fla., Robert S. Holmes, *pres.*

Thirteen meetings from December to April; budget of \$1,500 raised by silver offering and contributions of friends; discussions on such topics as The Great Russian Experiment, Communism, Fascism, Democracy, Political Causes of the World Depression, etc.; maintains library for use of forum members; gives credit toward annual certificate or Forum Diploma for three years' forum attendance; publicity through local press and *The Forum News*; average attendance per meeting, 1,600; approximate attendance per season, 20,000.

ATLANTA FORUM ASSOCIATION, Atlanta, Ga., L. E. Loemker, *pres.*

Monthly meetings October to May; financed by membership fees; discusses social and political topics such as Social Reform in Russia, County Jails

in Georgia, and The Background of Hitler; cooperated with League for Industrial Democracy in bringing series of lectures to Atlanta which were open to both white and colored persons; annual letters and monthly notices of meetings to regular attendants; notices to press; average attendance per meeting, 50-75; approximate attendance for season, 350.

CHICAGO FORUM, 224 So. Michigan Ave., Chicago, Ill., Fred Atkins Moore, *dir.*

Twenty Sunday afternoon discussions November to April; financed by ticket sales; discussions on public welfare, social and civic problems, race relations, national and international affairs; special lectures and debates; publicity through the press and by direct mail; average attendance, 300; approximate attendance for season, 7,000.

PEORIA SUNDAY EVENING LECTURESHIP, 908 Hamilton Blvd., Peoria, Ill., Clinton Lee Scott, *dir.*

Twelve Sunday forums in winter; financed by subscriptions and offerings; discussions stress economic and political conditions in United States and abroad, religion, marriage, and current movements in foreign countries; publicity through newspapers, outdoor bulletin boards, and direct mailing; average attendance, 400; approximate attendance for season, 4,800.

DES MOINES FORUM, Des Moines, Iowa, John W. Studebaker, *dir.*

Operates under the Board of Directors of the Des Moines Public Schools for general benefit of people of Des Moines; forums conducted by staff of four regular leaders, authorities in their respective fields, and by other experts who lead from one to five or six meet-

ings; three types of forums conducted during 1933-34: neighborhood forums, held in twenty-three different locations in various parts of city every other week during school year, led by "regular" leaders; central forums, held weekly in five centrally located school buildings for twenty-two consecutive weeks during winter and spring, led by visiting leaders; city-wide forums conducted by visiting speakers and attended by all forum leaders, who participate in discussion following lecture; topics for discussion include Plans for National Recovery, Proposed Solutions for Our Tax Muddle, Italian Fascism, The Growth of Modern Germany, etc.; public library prepares reading lists and study outlines on subjects discussed; wide publicity given meetings by newspapers and by circularization of broadsides and pamphlets; financed by Carnegie Corporation of New York upon recommendation of American Association for Adult Education for a five-year period as an experiment in adult education; average attendance per session, 136; approximate attendance January to July, 1933, 48,000.

BALTIMORE OPEN FORUM, 513 Park Ave., Baltimore, Md., Elisabeth Gilman, *dir.*

Weekly meetings November to March; financed by subscription of \$1 a year and collections at meetings; discusses economics, politics, literature; newspaper publicity; average attendance per meeting, 1,000; approximate annual attendance, 16,000.

CUMBERLAND COMMUNITY FORUM, Cumberland, Md., Clarence Lippel, *sec.*

Weekly meetings during winter months; financed by admission tickets; topics discussed include ethical and sociological subjects, such as Russia To-

day, Cause and Treatment of Crime, and A Program for America; sponsors talks before Kiwanis and Rotary Clubs; advertises and sends out prospecti; average attendance per meeting, 500.

FORD HALL FORUM, 1242 Little Bldg., Boston, Mass., David K. Niles, *dir.*

Weekly meetings Sundays during winter; discusses such topics as Public Education and the Problem of Democracy, and other social, economic, and religious questions; supported by membership dues, by "Ford Hall Folks," and by gifts and contributions at meetings; sponsors the Ford Hall Forum Dramatic Society, discussion group, unemployment clinic, reading circle and other activities, classes in arts and crafts, English composition and public speaking, French, German, Russian; average attendance per meeting, 1,300; attendance per season, 30,000.

Haverhill Open Forum, 110 Merrimack St., Haverhill, Mass., Ralph E. Gardner, *sec.*

Now in seventeenth year; bi-monthly meetings November to April; financed by collections and pledges; discusses topics of general interest, such as The New Woman in Russia, Has Marriage Any Future?, Racketeering—High and Low, and A Catholic Looks at Life; local newspapers carry items about all meetings; average attendance per meeting, 600; approximate attendance per season, 6,000.

MALDEN FORUM, INC., 42 Fairview Terrace, Malden, Mass., Walter I. Cole, *pres.*

Fifteen weekly meetings during winter months; supported by collections and private subscriptions; immigration problems, reparations and inter-allied debts, educational and ethical problems

discussed; circularizes every home in city; announcements of meetings placed in stores; advertises meetings in newspapers; average attendance per week, 425; approximate attendance for season, 6,275.

METHUEN PUBLIC FORUM, Central School Hall, Methuen, Mass., Egbert W. A. Jenkinson.

Regular monthly meetings during winter and other meetings scheduled when feasible; small contributions finance work; discusses economics, political parties, unemployment, and other current problems; space given to meetings in newspapers; average attendance, 300; approximate attendance for season, 5,000.

HAMPSHIRE COUNTY PROGRESSIVE CLUB FORUM, 36 Butler Place, Northampton, Mass., Mrs. J. B. Dickson, *dir.*

Weekly meetings Sundays October to January; supported by season tickets of \$1 each and single admission price of \$.50; programs include such subjects as liberalism, present-day philosophy, socialism, capitalism, communism, economics, international problems and policies, and political symposia; 3,000 copies season's program distributed; notices in newspapers, college papers, and display advertisement for each meeting; monthly group discussion meetings; average attendance, 400; approximate attendance for season, 4,500.

PUBLIC FORUM OF BROOKLYN HEIGHTS, INC., 20 Myrtle Ave., Brooklyn, N. Y., William J. Dilthey, *chmn.*, 120 Liberty St., New York, N. Y.

Discussions at weekly meetings throughout year on parliamentary and civic matters; lectures on historic, scientific, and medical subjects; debates on public welfare, cultural subjects;

financed by membership dues and voluntary contributions; notices to press; average attendance per meeting, 200; approximate attendance for season, 10,000.

CIVIC FORUM, 123 W. 43rd St., New York, N. Y., George V. Denny, Jr., *sec.*

Membership in League of Political Education includes admission to forums; discussions on public affairs, literature, travel, international questions, drama, art, history, discovery.

FOREIGN AFFAIRS FORUM, 320 Fifth Ave., New York, N. Y., Catharine Sedgwick, *ex. sec.*

Promotes dissemination of accurate, factual information on international subjects through meetings and radio programs; work carried on chiefly in Manhattan but effort being made to bring about establishment of branches in other parts of country; sponsors series of broadcasts on current international subjects.

MUHLBERG FORUM, Muhlenberg Branch, New York Public Library, 209 W. 23rd St., New York, N. Y., E. G. Spaulding, *chmn.*

Lectures three nights a week during winter and discussion groups year round, in cooperation with People's Institute; admission fee of \$.25 not compulsory; topics studied include philosophy, ethics, literature, language, biology, physics, economics, history, art, and psychology; discussion groups in philosophy, logic, and economics; printed programs distributed in all branch libraries; announcements at People's Institute lectures at Cooper Union; notices to daily newspapers; printed programs to names on mailing list of about 800; average lecture attendance, 61; approximate at-

tendance for season: lectures, 3,375; discussion groups, 1,652.

PUBLIC OPEN FORUM, Union St. at Wendell Ave., Schenectady, N. Y., Louis Navis, *chmn.*, 1138 Waverly Place.

Meets one Thursday a month during winter; supported by admission fees; subjects discussed include economics and social problems such as Unemployment Insurance in England, Profits or Prosperity, etc.; advertisements and other material mailed to regular attendants; average attendance per meeting, 194; approximate attendance for season, 777.

THE PHILADELPHIA FORUM, 1320 Packard Bldg., Philadelphia, Pa., William K. Huff, *ex. dir.*

Programs held once or twice a week October to April; supported by membership fees varying from \$10 to \$40; lectures and discussions on politics, economics, geography and exploration, literature and drama; sponsors plays, dramatic recitals, musical events; The Philadelphia Award bestowed under its auspices; wide publicity program through mail circularization and newspapers; publishes *The Philadelphia Forum Magazine* monthly; average attendance per session, 2,000; approximate attendance per season, 80,000.

COMMUNITY OPEN FORUM, City Hall, Reading, Pa., Mrs. H. D. Levengood, *dir.*, 1442 Hampden Blvd.

Seven meetings during January, February and March; discussions on government and political problems, moral questions and problems of today; financed by Woman's Club through membership and gifts; displays window cards and announcements in press; average attendance per meeting, 700; approximate attendance for season, 4,200.

DALLAS OPEN FORUM, 2419 Maple Ave., Dallas, Texas, Elmer Scott, *ex. sec. and dir.*

Weekly meetings Sunday afternoons November to March; budget of \$2,500 provided by subscription and collections; conducts discussions led by authoritative speakers on literature, government, education, economics, international affairs, philosophy, psychology, religion, etc.; wide publicity through bulletin board posters in and outside of Dallas, circulars, newspapers, schools, and public announcements; average attendance, 900; approximate attendance for season, 1932-33, 14,400.

CENTER OPEN FORUM, 1025 No. Milwaukee St., Milwaukee, Wisc., George M. Peizer, *ex. dir.*

Eight monthly lectures during fall and winter; supported by admission fees and yearly budget of institution; topics selected include moral, ethical, civic, and scientific subjects; also offers series of lectures on psychology, literature, and religion; publicity obtained by sending announcements of meetings to press and post card announcements to members; average attendance, 400; approximate annual attendance, 3,000.

See also the following organizations listed under National Organizations:

COUNCIL ON FOREIGN RELATIONS

FOREIGN POLICY ASSOCIATION

JEWISH WELFARE BOARD

NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, INC.

OPEN FORUM NATIONAL COUNCIL

Also the following articles:

POLITICAL EDUCATION, p. 146.

PROGRAMS OF SOCIAL EDUCATION CONDUCTED BY RELIGIOUS GROUPS, p. 195.

READING LIST

Ewing, R. L., *Methods of Conducting Forums and Discussions*. Association Press, 1926. 43 p.

Suggestive material on the methods of conducting discussions, with brief digests of material on social problems of general concern. Based on the belief that a forum is not a debate, and that the leader should guide the discussion rather than act as an expert on the topic. Valuable for group leaders in organizations conducting discussions on current events and present-day problems.

Hayes, Cecil B. *The American Lyceum—Its History and Contribution to Education*. Office of Education Bulletin No. 12, 1932. Washington, D. C., Superintendent of Documents. 72 p.

A detailed history of the lyceum and its place in American literature. Lurie, Reuben L. *The Challenge of the Forum*. Boston, Richard Badger, 1930. 209 p.

A history of Ford Hall Forum and a series of sketches intended to guide others in the prosecution of like endeavors.

LIBRARIES AND ADULT EDUCATION

The conception of the public library as an agency for adult education is as old as the library movement itself. In the first page of the introduction to *Public Libraries in the United States of America* (Government Printing Office, 1876), the editors say, "The influence of the librarian as an educator is rarely estimated by outside observers and probably seldom realized even by himself. . . . Often advising individual readers as to a proper course of reading and placing in their hands the books they are to read . . . the librarian has silently, almost unconsciously, gained ascendancy over the habits of thought and literary tastes of a multitude of readers, who find in the public library their only means of intellectual improvement."

In the era of library expansion which followed the formation of the American Library Association in 1876, the education argument was present in most statements advocating public library establishment. In the years when technical organization and the extension of service to new areas and to children were uppermost in the minds of librarians, the adult education function was not forgotten.

But the possibility of adult education through libraries received increased attention in the early nineteen-twenties, when librarians and others were re-awakened to adult needs. Librarians discovered—or thought they did—that libraries in general were better prepared to circulate individual books for general reading and to assist in discovering information than they were to guide the adult reader in a process that might be, for him, distinctly educational. They, therefore, inaugurated a study of the adult education activities and possibilities of libraries through a special Commission of the American Library Association.

The Commission found that "an outstanding deficiency in all forms of adult education work" is "the fact that books of suitable kind are in few instances supplied in numbers adequate for successful study." It recommended three major library activities: first, the maintenance of a consulting and advisory service for those who wish to pursue their studies independently, especially through the preparation of reading courses adapted to individual needs; second, the supplying of reliable information concerning opportunities for adult education outside the

library; and third, the furnishing of books for adult education activities maintained by other organizations.

The Commission also recommended, "greater attention . . . to methods by which interest in books and reading will be aroused among boys and girls"; the continuing of efforts to bring into existence readable books adapted to the needs of adults with limited reading ability; and the further development of state book collections and lending facilities to supplement limited local resources.

The public library is one of democracy's devices for making the materials of education available to all citizens. Its chief function is the diffusion of ideas as recorded in print. It serves more millions of adults than any other publicly-supported adult education enterprise. Its effective operation and use are, therefore, a basic necessity, not only for other adult education activities, but also for intelligent citizenship.

In this period of economic distress, the adult education service of the library has taken on a new significance. The demand for vocational reading has increased greatly, both in preparation for new jobs and for increased efficiency in the present occupation. Enforced leisure has led some to cultural study. Many are reading eagerly in the hope of learning what is wrong with the world and what remedies may be found. Reading rooms are crowded, often with men who never before knew of the library opportunities open to them. Librarians are meeting the challenge, usually with reduced appropriations, and making every effort to maintain adult education and other essential library services. They are also participating in organized community programs of education or recreation for the unemployed, and cooperating with such agencies as "Opportunity Committees for the Unemployed," and with "Employment Assistance Bureaus" in planning reading for men seeking vocational readjustment. See the article on "Educational Opportunities for the Unemployed" for a further discussion of library programs for the unemployed.

As already noted, the first organized action was the appointment by the American Library Association in 1924 of a Commission on the Library and Adult Education, to survey the situation, and to report findings and recommendations. This report, *Libraries and Adult Education*, presented in 1926 after two years of study and conference on the part of the members and a staff at the Headquarters offices of the Association, is still a basic study. The Council of the American Library Association, in accepting the report, at once carried out one recommendation by setting up a standing Board on the Library and Adult Educa-

tion, with members whose terms expire in rotation, to continue the work.

The program of this Board, and its staff at Headquarters, includes the giving of information and advice to libraries and to state library extension agencies desiring assistance in the extension of their educational work with adults; cooperation with national institutions, associations, and organizations which have educational interests in common, such as the American Association for Adult Education and the World Association for Adult Education; conducting or assisting in investigations and studies which promise to be of use to libraries; and promoting the idea of self-education through good reading. Work has been carried on through correspondence and field work, through publications of the Association, including the quarterly bulletin, *Adult Education and the Library* (1924-30), now discontinued, and through institutes and round tables at national conferences.

A steadily increasing number of public libraries both municipal and county have now developed and are carrying on organized adult education services. While these show an encouraging variety, they fall into three major groups, according to the findings of *Libraries and Adult Education*. The first is the giving of consulting and advisory service, supplemented by suitable books, to those who wish to pursue their studies alone rather than in organized groups or classes. This is termed readers' advisory service, and is discussed later. The second service consists of furnishing complete and reliable information concerning local opportunities for adult education conducted by organizations other than the library. The third type of service is supplying books and other printed material for adult education activities maintained by other organizations. As a result of these activities, the librarian has in several instances seen the need of joint action on the part of local organizations and has been responsible for the formation of a local council of adult education (see the article on Community and State Organizations of Adult Education Agencies, p. 44).

Large libraries carry on these services through a specially trained personnel, organized as a department, or through specialists in various departments. Smaller libraries, without a special staff, are doing effective work by giving personal service to individual students, by using all available tools, and by supplementing the local book supply from state book resources.

The readers' adviser serves as a consultant to the individual interested in informal self-education through reading. Like a physician, he first diagnoses, then prescribes to fit the particular need. Usually some-

what removed from the busy circulation or reference department, the readers' adviser offers quiet, unhurried conference. A printed list will suit one reader; for another a list must be individually prepared. In some libraries, the needed books, in the order indicated on the list, are made available in the adviser's office; in others, the reader is sent with his list to the proper department or branch library to obtain the books. Those consulting the adviser range from college graduates to those with practically no formal education. Vocational and cultural subjects are both in demand. Since 1923 when the first experiments in readers' advisory service were undertaken, the number of libraries offering such help has grown to 48. One library reports 2,724 reading courses read in 1932, another an average enrollment of 125 a month. The readers' adviser also carries on many of the other adult education activities mentioned.

A cooperative service conducted by the American Library Association is the publication of the Reading with a Purpose courses. These courses, issued on a wide variety of subjects, combine an introductory statement by an authority with a brief list of readable books. A definite effort has been made to keep the courses simple, so that they may be suitable for the average reader. They have been of assistance particularly in the library without a special readers' adviser. In many libraries they are sold at a nominal price, as well as circulated. To date, 67 courses have been issued, and nearly 800,000 copies sold. A special series on current economic and social problems entitled *Exploring the Times* is now being published. The American Library Association has also published a number of subject lists, such as *For Thinking America*. Libraries also make use of lists and courses issued by university extension divisions, notably, those of the University of North Carolina, and by organizations such as the American Association of University Women, alumni groups, and others. Some of the larger libraries compile and print their own lists.

Through printed notices, talks, and personal contacts, the library offers organized groups of all kinds such special services as program helps and outlines, reading lists on topics studied by groups, special collections of books assembled on reserve shelves in the library or deposited at the group's headquarters, book talks and exhibits, lessons on the use of the library or a library tour, the use of the library's auditorium or club rooms. Women's clubs, parent-teacher groups, garden and other clubs have long used these services.

Special effort is made to reach young people just leaving school and those studying in the organized continuation and night schools.

Citizenship classes frequently meet in the library or are brought to the library for an introductory visit, contact is made with organizations of the foreign born, and simple books for those learning English, in addition to books in foreign languages, are made available. Labor unions and workers' colleges use deposit collections. Some large industries, such as the American Telephone and Telegraph Company and the Western Electric Company, buy Reading with a Purpose courses in quantity and distribute them to key people on the staff. Special business or company libraries often give educational as well as informational service to the employees and make a definite effort to develop reading interest.

Libraries have been quick to take advantage of the stimulus to serious, continued reading on topics of the day afforded by the educational broadcasts of such organizations as the League of Women Voters and the National Advisory Council on Radio in Education. The American Library Association prepared reading lists for several of these series, encouraged those broadcasting to refer the student to his local library, and sent out publicity concerning the broadcasts to libraries. Individual libraries feature the program announcements on their bulletin boards and distribute them, display the books referred to for advance or follow-up reading, sell or distribute the reprints of the talks. Some libraries have formed listeners' groups. The Association has prepared a pamphlet, *The Broadcaster and the Librarian*, in cooperation with the National Advisory Council on Radio in Education.

The implications of the new movement for alumni education affect both college and public libraries profoundly. The A. L. A. Board on the Library and Adult Education has served as a clearing house for information on this subject for libraries, and has distributed to a selected number the report, *Alumni and Adult Education*, by Wilfred B. Shaw. A sub-committee is continuing to study possibilities of library cooperation. It has suggested that the college library's share in the work should include the preparation of book lists, the organization of libraries for alumni, the actual lending of books, the summary of book sources available to alumni in their own communities, and informational service to alumni based on material found in books. One library commission cooperates with a college in making the monthly lists of alumni reading available to public libraries all over the state. The libraries are posting the lists on their bulletin boards and buying the books they lack; the college urges alumni to use their local libraries and supplies the books listed to those who have no access to public libraries. One public library secures lists of local alumni from all colleges having alumni reading

programs and circularizes the alumni, offering them the resources of the library.

Adequate provision of books in Braille for blind readers is now being developed by means of Federal grants to the Library of Congress for building up its own collection and that of twenty-two regional collections in strategically located state and city libraries. The public library, which can not meet the heavy expense of building up a separate collection, makes the contact with the potential reader and then borrows books, postage free, from the nearest regional center.

The unusual opportunity for adult education in the enforced leisure of hospital and correctional or penal institutions, has been recognized. More and more city and county libraries are giving extension service to local institutions, under the supervision of a librarian qualified for the special type of work. A few states have shown the possibilities of effective library service in state institutions, organized under a state supervisor of institution libraries, or conducted through cooperation between the state library commission and the university extension service. The Federal government has set up institutional library service under a supervising librarian in both the Veterans' Administration and the Department of Justice.

Under the county library system a reader served by the smallest branch in the cross-roads store or the one-room school may call for any service the system offers and obtain it quickly, whether it be books, individual reading lists, or reading courses. Opportunity for adult education is provided rural people in some two hundred and thirty counties by county libraries. These libraries carry on, necessarily in more informal fashion, many of the adult education activities of city libraries. The county librarian is prepared to aid the individual student with all the resources at her command. She is alert to reinforce the educational programs of rural organizations, such as the grange or farm bureau, and to assist the county agent and home demonstrator, with books, program aids, and study outlines.

State library extension agencies (state library commissions or state libraries, or library divisions of state departments of education) in the several states serve as central lending libraries for the state, supplementing the resources of the small public libraries, and giving direct service in adult education to persons without local public library service. The isolated student calls on the state library agency for reading courses or book lists and for the books themselves. The small library with very limited resources can, given an alert librarian, borrow constantly from the state agency, for a serious reader, books that it could not afford or

might not need again. One state agency with a large collection (California) maintains also a union catalog of the larger libraries of the state, so that it can locate and make available to the library needing it any volume to be found in the libraries of that state. If not available there, recourse is had to the Library of Congress.

For study groups, the state library agency provides both program material or study outlines, and books, for long or short time loans. Such service is often developed in cooperation with state-wide organizations. When one or more of these organizations undertake to study parent education, for example, the state library agency purchases in some quantity the needed and recommended books, and makes them available to groups anywhere in the state. In several states university credits are given for reading course work through cooperation between the state library extension agency and the university extension division.

The state library extension agency may take the initiative in meeting a state-wide need. An example of this is the program for unemployed young people, started by the Oregon State Library, described in the article on "Educational Opportunities for the Unemployed" (p. 238).

The dependence of university extension students upon reference books for consultation, and upon a variety of books for collateral and supplementary reading, was brought out in a recent report of a Joint Committee of the National University Extension Association and the American Library Association. This report states that there are two types of students needing book service: correspondence students scattered throughout the state, and students in class centers. Class centers are usually located in cities with public libraries, and cooperative methods have been developed through which the library is consulted in advance by the class organizer and instructor, the material already available is collected, additional books bought or borrowed, a reserve shelf set up for use of students, or if distances are great, the books actually deposited in the class center. For correspondence students who live in library service areas, a plan of cooperation has been worked out whereby the extension division notifies the library of the enrollment of a student and of his book needs, and calls the student's attention to the help he can secure from the library. Students without local public libraries borrow from the state library extension agency, from the university extension division itself or, in some cases, from the university library.

The need for the simple, humanized, readable book was recognized as fundamental in *Libraries and Adult Education*. After some research on the part of librarians, the American Library Association published in 1929 a preliminary list entitled, *Readable Books in Many Subjects*,

compiled by Emma Felsenthal, including some 369 titles embodying in some degree simplicity of language, non-technical treatment, brevity of statement, fluency, adult approach, and vitality. Cooperation of publishers in issuing more books of this type has been solicited. The American Library Association Board on the Library and Adult Education is now continuing the investigation through a Sub-Committee on Readable Books, working closely with Dean W. S. Gray of the University of Chicago, studying useful books for foreign-born adults learning English, for native-born adults of limited education, and for adult education groups interested in social studies but requiring simple books and texts.

Reading habits and interests of adults are being investigated by a Joint Committee on Adult Reading of the American Association for Adult Education and the American Library Association. Such studies as *What People Want To Read About*, by Douglas Waples and R. W. Tyler, and *The Reading Interests and Habits of Adults*, by W. S. Gray and Ruth Munroe—results of studies initiated upon recommendation of the Committee—have already given the librarian definite data and scientific methods. Recent or current studies include reading in the Seward Park Branch Library district (the lower East Side of New York City) by Douglas Waples and the preparation and classification of reading materials for adults of different levels of reading efficiency, by W. S. Gray.

—CARL H. MILAM, *Secretary*,
American Library Association.

Adult education methods for libraries are in many instances still in the experimental stage. The reports of some of these experiments are contained in the list of adult education programs conducted by individual libraries printed below. Lack of space makes it impossible to include all libraries with such programs, but care has been taken to select various types of programs to present an adequate picture of the whole field. The following list is arranged alphabetically by state and city.

BIRMINGHAM PUBLIC LIBRARY, Birmingham, Ala., Lila May Chapman, *dir.*

Distributes at library and by mail radio lectures on contemporary literature and accompanying reading lists; sponsors public lectures and dramatic readings; cooperates with schools by giving

talks at institutes and to parent-teacher associations; prepares book lists on special phases of character education chosen annually for emphasis in schools; museum and art gallery; works with local committees for specific civic enterprises such as an exhibit of Italian art (1931) and Cotton Exhibition (1932); auditoriums available for university exten-

sion classes, clubs, and other groups; music room with piano; books for the blind; advisory service for individuals and groups; Reading with a Purpose courses recommended and displayed; printed lists and posters from A.L.A. and other sources on display and for distribution.

PUBLIC LIBRARY, Pine Bluff, Ark., Carroll W. Bishop, *ln.*

Librarian or reference librarian acts as readers' adviser and gives advice on reading courses; uses Reading with a Purpose series; suggests material and current literature to readers, secures material listed for local night school classes; lists vocational readings for the unemployed; provides parents' shelf of books and magazines; makes talks before discussion groups upon request; monthly Book Lovers' Tea, open to public, aims to stimulate good community reading.

LITTLE ROCK PUBLIC LIBRARY, Little Rock, Ark., Vera J. Snook, *ln.*

Librarian and reference librarian carry on adult education work and make available Reading with a Purpose and other lists and courses; supplies book needs of local business and industrial men and maintains child study collection for use of parent-teacher organizations; library lends small collections to study groups; cooperates with women's clubs; American Association of University Women meets in library.

SOLANO COUNTY FREE LIBRARY, Fairfield, Calif., Edith Gantt, *ln.*

Librarian, special request assistant, and head of branches carry on adult education as part of reference work; library makes use of Reading with a Purpose and other courses; cooperates with parent-teacher associations, women's clubs, American Association of Univer-

sity Women, and with Americanization teachers in informal, individual work with foreigners; carries on individual work with people all over county, followed up through branch libraries; Public Speaking Class uses assembly room of library; plans to organize book discussion group and gardening club.

LONG BEACH PUBLIC LIBRARY, Long Beach, Calif., Theodora R. Brewitt, *ln.*, Nora Hacker, *in charge*, readers' aid dept.

Readers' adviser, with three assistants, combines advisory service with general assistance to readers, prepares reading lists and reading courses, registers readers, promotes use of Reading with a Purpose courses, advises individual readers, maintains collection of books about books, files of current book reviews, reading lists, and special card files and indexes to make information about books easily available; adult education supervisor makes all special group contacts (95 organizations served last year), gives book reviews, promotes and assists "Read-a-Book-Together" groups, and other groups with book programs, and conducts book discussion groups; library cooperates with evening schools by visits to class rooms and distribution of book lists on subject of courses; sponsors course of lectures on current books; maintains bulletin boards and information files listing educational opportunities and cultural events.

LOS ANGELES COUNTY PUBLIC LIBRARY, Los Angeles, Calif., Helen E. Vogleson, *ln.*

Head of branches division cooperates with secretary of California Association for Adult Education in endeavor to establish small study and discussion groups in different parts of county; branch library rooms offered for meeting places with library supplying books

and other material needed; five such groups organized with branch librarian serving as chairman or as chairman of program committee; county librarian, member of Southern Section of California Association for Adult Education, actively cooperates with group of county employees organized as County Government Conference, under auspices of University of Southern California, and supplies study material and brief bibliography for topics presented at weekly meetings by different departments, attendance, 25-60; through correspondence with branch library readers, Reference Division carries on readers' advisory service; contacts made by professionally trained members of staff with women's clubs, parent-teacher associations, and business and professional groups of men and women; nineteen such groups, including 1,558 adults addressed during year 1931-32; staff gives book review talks before local clubs and broadcasts weekly radio talks over county; also edits bulletin, *Books and Notes* which carries complete annotated list of books added to collection and timely reading lists on various subjects.

LOS ANGELES PUBLIC LIBRARY, Los Angeles, Calif., Althea H. Warren, *ln.*, Mary Alice Boyd, *readers' adviser.*

Adult Education Department includes readers' advisory service, general informational service, and assistance at union catalog, carried on by five trained librarians; equipment includes files of current information concerning adult education opportunities (35 evening high schools and 2 university extension divisions cooperating), and a lending collection of books listed in Reading with a Purpose courses; services include: display and explanation of Reading with a Purpose courses; enrollment of average of 125 readers monthly in reading

courses; sale of 4,000 Reading with a Purpose booklets annually; circulation of 10,000 books annually; compilation of individual lists and study courses; giving of club and radio talks; placing of exhibits on appreciation of books in library; writing occasional papers for professional journals or library meetings; working with young people; visiting high schools, and giving talks and making lists for young people and leaders; giving special aid to young people using central library; additional adult education service given by library; free lecture courses sponsored by library department heads, given by university professors and others, annual attendance, 150,000, publicity on library opportunities through press, radio (weekly period donated by local station), and talks to clubs and other groups; reading lists on specialized subjects and new books prepared; book reviews given by librarians before groups on request; children's librarians cooperate with parent-teacher groups; meeting places afforded clubs and classes in branches and central library; groups conducted through library by special appointment; book clubs held in branch libraries, conducted by librarians; discussion groups in branch libraries with leaders sponsored by California Association for Adult Education; national educational broadcasts noted with displays and lists.

STANISLAUS COUNTY FREE LIBRARY, Modesto, Calif., Bessie B. Silverthorn, *ln.*

Displays and encourages use of Reading with a Purpose courses; main library has shelf devoted to books for parent-teacher association which often meets in library's assembly room; in cooperation with American Association of University Women, library conducts series of lectures on timely topics given by members of Modesto Junior College faculty

during winter months, county librarian suggests books for study club reviews and plays to be read and discussed by modern play study club.

NAPA COUNTY FREE LIBRARY, Napa, Calif., Estella De Ford, *ln.*

Readers' advisory service is librarian's special hobby; social club has been organized among French-speaking people of county to further study of the language and of the reading of French and English books; open forum, organized under auspices of library, meets monthly.

SAN DIEGO PUBLIC LIBRARY, San Diego, Calif., Cornelia Dyer Plaster, *ln.*, Ruth M. Fiet, *readers' adviser*, Jean Bennett, *student adviser*.

Adult education program in charge of librarian, principal assistants in circulation, reference and business departments, and readers' adviser; readers' aid department has bibliographies, indexes, radio notebooks, local educational opportunities, clipping and pamphlet file, unmounted picture file, reference books, Reading with a Purpose series; cooperates with local educational organizations, such as extension division of University of California, extension program city schools, open forums, museums and art galleries, etc.; compiles and checks bibliographies; displays, featuring educational events, study courses, radio broadcasts; student adviser checks and follows high school and college curricula.

DENVER PUBLIC LIBRARY, Denver, Colo., Malcolm G. Wyer, *ln.*, May Wood Wigginton, *readers' adviser*.

Readers' adviser prepares special reading lists, distributes Reading with a Purpose courses, and advises and suggests solutions to reading problems through conference with individuals;

gives book reviews and reading talks to clubs and other organizations; with librarian, is a member of Adult Education Council of Denver, and has charge of reading for all extension courses in local colleges and universities; community clubs in various branches (about fifty during a year) include in programs book reviews, book talks, and travel lectures, staff prepares reading courses on freshman college subjects for benefit of high school graduates not able to attend college, and vocational reading lists for unemployed, library certificate of reading given in each project; through cooperation with Denver Art Museum, holds art exhibits at various branch libraries with art appreciation lectures by museum staff.

BRIDGEPORT PUBLIC LIBRARY AND READING ROOM, Bridgeport, Conn., Orlando C. Davis, *ln.*

Adult education program conducted as part of work of various departments; maintains up-to-date subject directory of all classes held in city and of university home study courses; features Reading with a Purpose courses and supplies books for these and other courses in city, staff meets with program committees of literary clubs and parent-teacher groups; advises social and recreational workers who plan study for leaders; staff gives talks to education groups; teaches use of library to night school classes and to other groups on request; reference shelves for students in business schools, colleges, university extension courses, religious schools, parent-teacher courses, citizenship courses.

NEW HAVEN FREE PUBLIC LIBRARY, New Haven, Conn., Lindsey Brown, *ln.*, Beatrice E. Kelliher, *readers' adviser*.

Prepares special reading lists and courses, including Reading with a Pur-

pose series; has information on hand about adult education opportunities and current local events of cultural value; cooperates with trades council and labor classes, parent-teacher association, evening schools and citizenship classes, recreation centers, racial groups, character building associations, and county jail; conducts discussion groups and book talks occasionally; book column for Sunday newspaper.

FREE PUBLIC LIBRARY, Washington, D. C., George F. Bowerman, *ln.*, Grace B. Finney, *chief of advisory service.*

Readers' advisory service under adult education department; division has specialized readers' advisers in charge of divisions of fine arts, biography, fiction, history, and sociology; readers' advisers at two major branches; specialized advisory service given by Technology and Washingtoniana Divisions, readers' adviser in drama attached to reference department and readers' adviser to adults in children's literature in children's department; collections of Reading with a Purpose courses at central library and major branches; courses also sold at all agencies and displayed on bulletin board and with collections of special or seasonal interest; staff prepares book lists and reading courses upon request, for individuals, for Community Chest, and other groups engaged in community and social work, for the press (including two weekly lists, one on current events), and for library publications, lectures, and theatrical performances; prepares reading list to accompany each program of local symphony orchestra and special lists on subjects of general interest; has reference file of educational agencies and file of catalogs of local schools and universities; devotes bulletin board to current educational opportunities; exhibits

books in connection with educational broadcasts, lectures, concerts, drama, moving pictures; gives assistance to women's clubs with programs and papers; gives book talks to local parent-teacher association classes from normal schools and colleges, clubs and organizations, and book reviews before sections of American Association of University Women, Federation of Women's Clubs, community clubs, etc.; supplies books to educational and social agencies; furnishes extension service to District Reformatory and to one local hospital; gives series of radio book reviews, twenty-five weekly talks in 1932-33, with library service talk at the end of review; publicity through articles and announcements in local papers and bulletins, edits monthly bulletin with lists on specialized or seasonal subjects; publishes monthly *Bulletin of Informal Educational Opportunities*; distributes free science and other book lists prepared and published by other agencies.

JACKSONVILLE PUBLIC LIBRARY, Jacksonville, Fla., Joseph F. Marron, *ln.*, Elizabeth Carter, *readers' adviser.*

Emphasizes preparation of reading lists for individuals and Reading with a Purpose series; keeps records of educational broadcasts and of local educational opportunities, latter often listed in main catalog; prepares book lists for open forums, sends them to newspapers, and displays them in outdoor kiosk; staff gives book talks and exhibits at branches; book reviews to newspapers and weekly feature, "Books and Current Events."

CARNEGIE LIBRARY, Atlanta, Ga., Jessie Hopkins, *ln.*

Library participating in adult education experiment for Negroes, (see article on Adult Education for Negroes.)

SAVANNAH PUBLIC LIBRARY, Savannah, Ga., Ola M. Wyeth, *ln.*, Ruth H. Thomson, *readers' adviser.*

Readers' adviser plans reading courses and makes reading lists to supplement them; assists new members to get acquainted with library and helps them in selection of books; uses Reading with a Purpose courses, distributes special reading lists at lectures sponsored by Telfair Academy of Arts and Sciences, and prepares exhibits at library on subjects of these lectures, gives help to those taking extension courses and those responsible for civic celebrations in planning club programs, book reviews appear every week in local newspapers and form feature of library's weekly radio broadcasts; publicity given to adult education activities of library through newspaper, the radio, contact with continuation schools, talks before parent-teacher associations and other organizations.

CHICAGO PUBLIC LIBRARY, Chicago, Ill., Carl B. Roden, *ln.*, Alice M. Farquhar, *readers' adviser.*

Reader's bureau makes study outlines for individuals and groups, and supplies necessary books; assists club program chairmen in making programs and securing material for papers; assists in finding particular book for particular need; makes available with the books, other reading courses, including Reading with a Purpose series, Department of Education series, etc.; maintains file of adult education opportunities in city; active member of Chicago Adult Education Council, special services, such as use of lecture hall, book talks, special book collections, study outlines, etc., given all types of adult education work in city, including Americanization, hospital work, evening classes, university extension, corporation schools, parent-

teacher associations, etc.; both branches and main library give bulletin board and local newspaper publicity to educational broadcasts, compile special supplementary reading lists, and set up reserve collections when requested.

DECATUR PUBLIC LIBRARY, Decatur, Ill., Minnie A. Dill, *ln.*

Displays Reading with a Purpose series in conspicuous place; cooperates with lecture courses in city by exhibiting books recommended, posting reading lists, and supplying copies to sponsors; talks by business men and university professors on economics and world affairs, etc., given in meeting room of library; staff members give talks at parent-teacher meetings, woman's club, and other organizations; large posters advertising library placed in Relief headquarters, and lists of books made for executive head of this organization; reference librarian gives some advisory service to individuals.

DEKALB PUBLIC LIBRARY, DeKalb, Ill., Juanita Engstrand, *ln.*

Holds community forum three evenings a week on present-day social problems, economics and politics, in charge of professors from State Teachers College, books for classes furnished by public library, college library, and individual instructors; lectures open to all adults except students and teachers.

GLENCOE PUBLIC LIBRARY, Glencoe, Ill., Sarah S. Hammond, *ln.*

Plans and sponsors monthly discussion groups or forums held Sunday afternoons in library at which reviews of books on international affairs are given; attendance averages fifty; French class, department of local woman's club, meets weekly in library.

MITCHELL CARNEGIE PUBLIC LIBRARY,
Harrisburg, Ill., Bernice W. Wiedemann, *ln.*

Advises readers informally, and supplies Reading with a Purpose series and books suggested by state extension division; provides Child Study Club, Delphian Study Club, and woman's club with selected books for study and material for papers; Home Bureau cooperates in making suggestions and in distribution of lists; gives book talks each winter, followed by discussion; sponsors forums on current questions.

HIGHLAND PARK PUBLIC LIBRARY,
Highland Park, Ill., Cora Hendee, *ln.*

Series of displays, chiefly of non-fiction material, changed every two weeks; two exhibits a year of Reading with a Purpose courses, and alumni and other reading lists; staff gives talks to parent-teacher associations, women's clubs, chamber of commerce, Rotary Club, foreign language group, and others; posts best radio programs; gives autumn series of six book talks, closing with Book Week, aided each time by local authority on subject under discussion; winter series of talks by local celebrities; two regular weekly articles in newspapers.

PEORIA PUBLIC LIBRARY, Peoria, Ill.,
Earl W. Browning, *ln.*, Nella Beeson, *readers' adviser.*

Readers' adviser gives talks to business women's clubs and talks on Reading with a Purpose courses to nurses' training class; aids women's clubs in planning club programs; makes reading lists for readers with special interests; evening school classes visit library each year for tour of building and introduction to special departments; holds annually eight art exhibits in Art Department; displays spring and fall non-

fiction in business district store window, changing exhibits weekly for ten weeks.

INDIANAPOLIS PUBLIC LIBRARY, Indianapolis, Ind., Luther L. Dickerson, *ln.*, Catherine Bailey, *readers' adviser.*

Readers' adviser interviews readers interested in self-education through reading, gives advice as to suitable books and outlines reading courses, has file of information about local educational opportunities, displays and promotes use of Reading with a Purpose courses; courses circulated and sold at all libraries; librarian chairman of Indianapolis Association for Adult Education; library gives special assistance to members of Federated Women's Clubs following Reading with a Purpose, United States Bureau of Education, or Indiana University reading courses for credit in Epsilon Sigma Omicron, national honor society; cooperates with Butler University Extension Department in assembling groups in library auditorium to listen to National Advisory Council on Radio in Education "Listen and Learn" broadcasts, with special display and advertising of books to accompany radio broadcasts; reserves books and provides collections where needed for university extension and similar adult classes; gives special assistance to adults seeking to qualify for high school credits; prepares bibliographies and prints lists for discussion groups; prints programs and book lists for symphony concerts, art exhibits, Jewish community center programs, and other important lectures; provides seven auditoriums without cost for lectures, concerts, literary and educational meetings, and three small rooms for adult classes.

SOUTH BEND PUBLIC LIBRARY, South Bend, Ind., Ethel G. Baker, *ln.*

Emphasis placed on individual contacts; outlines for reading and study

made according to reader's interests and needs; assistance given clubs in developing programs and finding desired material; supervisor teaches use of catalog and location of commonly used reference books, encourages borrowers to select non-fiction; staff members give talks to groups when requested.

PUBLIC LIBRARY OF WARSAW AND WAYNE TOWNSHIP, Warsaw, Ind.,
Miriam Netter, *ln.*

Gives informal guidance to individual readers, especially in vocational reading; uses Reading with a Purpose and other courses in connection with project of State Federation of Women's Clubs and Extension Division of Indiana University leading to membership in honor sorority; completion of four courses required for membership.

PUBLIC LIBRARY, Cedar Rapids, Iowa,
E. Joanna Hagey, *ln.*

Reading with a Purpose courses used extensively, compiles reading lists; book displays; collection of Bohemian books, lends books to stores for salesmanship classes, etc.; reserves sections for parent-teacher associations; cooperates with women's clubs.

FREE PUBLIC LIBRARY, Council Bluffs, Iowa, Eva T. Canon, *ln.*

Librarian, reference librarian, and assistant librarian carry on adult education work; display Reading with a Purpose series; post radio announcements of educational value and distribute lists from main desk; list of all local educational organizations on file; in close touch with parent-teacher associations and women's clubs; night school classes visit library each year; book talks given frequently at clubs by staff members; extension classes from two Omaha institutions meet at library.

DES MOINES PUBLIC LIBRARY, Des Moines, Iowa, Forrest B. Spaulding, *ln.*

Cooperates with all adult education activities in city; staff members address many meetings; two auditoriums and two small rooms at library open to public for meetings of educational nature; prepares book lists and courses for individuals and groups; Reading with a Purpose used to some extent; gives publicity on bulletin boards and by exhibits at main library, branches, and stations to educational programs, broadcasts, and forums; newspaper publicity on all library activities; other activities of library include radio talks (given by librarian weekly for past five years), exhibits, cooperation with local theaters in promoting better films, etc.; provides books for use in connection with public forums, and assists with publicity.

PUBLIC LIBRARY, Indianola, Iowa, Mary E. McCoy, *ln.*

Supplies reference material for club programs and help in program making; annual library program at parent-teacher association meeting; list of educational broadcasts on bulletin board; gives county farm bureau agent help in preparing talks on monetary system, agricultural economics, etc.; book talks and forums held at library, attendance nearly one hundred, contributes articles and news notes about books and library activities to local newspaper.

WICHITA CITY LIBRARY, Wichita, Kan.,
Ruth E. Hammond, *ln.*, Gayle Clark, *readers' adviser.*

Encourages use of Reading with a Purpose courses through newspaper publicity and personal contact; prepares brief reading lists to meet individual needs and special book lists for study clubs; gives clubs assistance in outlining

programs; prepares displays of books for parent-teacher associations, American Association of University Women, women's clubs, and other groups; gives book talks and book reviews before various groups including hospital nurses' training class; posts information concerning night school courses of Opportunity School and extension courses of Municipal University, educational radio broadcasts and local events of educational value; holds art exhibits under auspices of Wichita Art Association in library auditorium; various clubs and study groups hold meetings in library auditorium and committee rooms; foreign population small but library purchases Spanish and Arabic books for use of Mexican and Syrian readers; makes special effort to assist unemployed with information about various vocations and with inspirational and practical reading.

LOUISVILLE FREE PUBLIC LIBRARY,
Louisville, Ky., Harold F. Brigham,
ln.

Emphasizes personal advisory and information service to individuals and groups interested in programs of reading and study; aids in preparing programs for clubs and other groups; prepares special reading lists for individuals and distributes reading guides, especially Reading with a Purpose series; maintains extensive reserve collections for local school classes and study groups; gives special publicity to educational broadcasts and prepares book displays for these; gives occasional radio talks on books and reading; posts announcements of local lectures and other educational events; maintains large scientific museum, comprehensive in scope, and provides guide tours for classes and groups; Parent-Teacher Room offers advisory and information service on children's books and reading, story telling, dramat-

ics, and child guidance; calendar of local educational events posted in library and published weekly in newspaper; conducted children's reading, dramatic, and story telling clinic for adults as experimental community project, covering wide range of studies and investigations, findings to be promulgated through educational program.

BANGOR PUBLIC LIBRARY, Bangor, Me.,
Elmar T. Boyd, *ln.*, Helen W. Yost,
readers' adviser.

Head of Circulation Department advises borrowers in book selection, stressing Reading with a Purpose courses; calls attention of readers to educational broadcasts; book deposits available to Americanization class, women's clubs, and small reading groups.

PORTLAND PUBLIC LIBRARY, Portland, Me., Jane L. Burbank, *ln.*

Reference librarian advises readers and conducts follow-up on Reading with a Purpose courses, but library has no formal adult education program; provides individual assistance and books for many women's clubs, parent-teacher groups, and night schools; radio talks given each week during winter; members of staff speak at weekly book club of Y.W.C.A. and at other study clubs; publishes book lists weekly in local newspaper.

ENOCH PRATT FREE LIBRARY, Baltimore, Md., Joseph L. Wheeler, *ln.*,
Marion E. Hawes, *readers' adviser.*

Will offer lectures, book talks, and discussion groups when funds permit use of lecture room in new building; advertises Reading with a Purpose courses through show windows in library and other displays; makes contacts with local groups.

BOSTON PUBLIC LIBRARY, Boston, Mass.,
Milton E. Lord, *dir.*

Conducts no formal readers' advisory service, since demands in this direction seem best cared for by specialists in library's various departments; provides upon application, lists of books and information regarding educational courses in Boston; cooperates with University Extension Division of Massachusetts Department of Education and other institutions in Boston and vicinity by reserving books needed in extension courses; 16,000 lantern slides available for loan; program of approximately 100 free concerts and lectures yearly in Lecture Hall of Central Library; exhibitions throughout the year, including scholarly exhibitions of incunabula and other literary rarities in Library's Treasure Room; editor of library publications frequently gives talks on special exhibits; publishes brief reading lists occasionally.

BROCKTON PUBLIC LIBRARY, Brockton, Mass., Harland A. Carpenter, *ln.*

Reference Department responsible for readers' advisory service; gives information service about adult education opportunities in Greater Boston; series of free travel lectures annually; special art exhibits for public; cooperates with State University Extension courses held in library lecture hall; lecture hall available for public meetings of civic and educational organizations.

HAVERHILL PUBLIC LIBRARY, Haverhill, Mass., Donald K. Campbell, *ln.*

Reference librarian assists women's clubs in selecting subjects, working up bibliographies, collecting material; one set of Reading with a Purpose books used in advising readers, second set displayed on table in Reference Room; compiles individual reading courses and recommends reading and source material

for Y.M.C.A., Y.W.C.A., and Girls' Club leaders for courses in ethics, psychology, sociology, etc.; state extension department conducts weekly lecture course at library; many club meetings at library; talks made to parent-teacher and other groups; art exhibits in lecture hall; Americanization teachers meet at library to consult with director, librarian, and reference librarian about methods of library cooperation and to select small libraries of books for deposit in class rooms; classes given instruction in use of library; reading course books collected and kept on reference shelves for use of teachers, regular newspaper publicity includes "Question Box" feature, "Books with a Job," "United States in History," book reviews, and stories on special services.

CITY LIBRARY, Springfield, Mass.,
Hiller C. Wellman, *ln.*, Ida Farrar,
adviser for foreign language groups.

Ten particularly qualified assistants from Reference and Art Departments make up advisory service; card index of educational opportunities available in city; advertises and distributes Reading with a Purpose series; reserves books for use of women's clubs, university extension courses, continuation schools, and other organizations; compiles lists of books for various local industries, and courses of reading on special subjects; foreign language groups visit library and receive instruction in use of resources; provides large collections of pictures and phonograph records for use of organizations and individuals, carries on adult education in art and natural history museums connected with library, by means of lectures, exhibitions, moving pictures, and instruction classes, receives publicity through library bulletin and newspaper notes; members of staff give talks to clubs, classes, parent-teacher association, etc.

WORCESTER FREE PUBLIC LIBRARY, Worcester, Mass., Robert Kendall Shaw, *ln.*

Provides assistance for persons writing club papers and graduate theses; prepares bibliographies; special collections in child study, music, art, and foreign languages; maintains deposits in factories, hospitals, homes for the aged, child guidance clinic; monthly art exhibitions; book talks (occasionally over radio) before women's clubs, mothers' clubs, League for the Hard of Hearing, women's groups and others in foreign and native churches; books for teachers of foreign language and Americanization classes; special facilities for teachers and normal college students; furnishes lists of State University Extension courses and books for their use; cooperates with pastors of foreign and native churches; sponsors talks at branches; book reviews to newspapers and civic weekly.

DETROIT PUBLIC LIBRARY, Detroit, Mich., Adam Strohm, *ln.*

Pioneered in field of adult education; part of program discontinued temporarily because of lack of funds.

GRAND RAPIDS PUBLIC LIBRARY, Grand Rapids, Mich., Samuel H. Ranck, *ln.*

No one person designated readers' adviser but many assistants act in this capacity; library prepares reading lists for individuals on request; emphasizes Reading with a Purpose courses; subscribes for periodicals in field of every local trade, business, profession, and industry; purchases books discussed by lecturers and exhibits books based on educational broadcasts; staff gives book and library talks before various groups; arranges public lectures weekly or oftener with book lists and exhibits, issues citizenship papers in lecture room; ar-

ranges artistic, historic, and educational exhibits.

KALAMAZOO PUBLIC LIBRARY, Kalamazoo, Mich., Flora B. Roberts, *ln.*

Reference librarians give informal advisory service; library uses Reading with a Purpose and other courses; maintains directory of local adult educational opportunities, cooperates with organized groups, such as women's clubs, night schools, discussion groups; educational broadcast programs on bulletin board; broadcasts weekly book lists locally; museum department prepares and arranges exhibits.

ROYAL OAK PUBLIC LIBRARY, Royal Oak, Mich., Elizabeth V. Briggs, *ln.*

Reference librarian in charge readers' advisory work; library maintains special file of local educational opportunities, correspondence and special courses, and college catalogs, keeps evaluation of local showings of moving pictures and furnishes "Movie Column" for local paper; provides reading lists for parent-teacher organizations; posts educational broadcast announcements and sends them to press; book talks given at clubs by staff published in local newspapers, work curtailed because of insufficient funds.

DULUTH PUBLIC LIBRARY, Duluth, Minn., Harriet Dutcher, *acting ln.*

Advisory work in connection with general circulation and reference work; compiles lists of books for both individuals and groups; lends lists and reading courses such as Reading with a Purpose and university extension courses of study; list of adult education opportunities in city; planned and conducted adult education conference, out of which grew a successful movement for night high school work for credit; conducts study groups for A.A.U.W.;

gives talks on books and readings before parent-teacher and other groups and vocational guidance conferences, posts radio educational broadcasts and gives some assistance on local programs.

MINNEAPOLIS PUBLIC LIBRARY, Minneapolis, Minn., Gratia A. Countryman, *ln.*, Glenn M. Lewis, *readers' adviser.*

Readers' adviser, with two and sometimes three trained assistants, gives special help to individuals and groups; expert advisers in each department aid those seeking to keep up old skills or to study new occupations; library acts as clearing house of information about courses in technical or commercial schools; posts lists of extension classes, lectures, forums, concerts, or special courses each week; lists on timely topics for free distribution, collection of 25,000 lantern slides for lending to clubs, schools, ministers, home groups, etc., for entertainments, lectures, or study; exhibits of rare books, mechanical models, art objects, and pictures; various group meetings use club rooms; organized class in short story writing which meets weekly, in charge teacher obtained through government aid; attendance, 40; readers' adviser conducts Thursday afternoon reading circle for maids, many of whom are college graduates; also class in English literature sponsored by readers' advisers with assistance of teacher from CWA funds.

ST. PAUL PUBLIC LIBRARY, St. Paul, Minn., Jennie T. Jennings, *ln.*

Cooperates with Y.M.C.A. and Y.W.C.A. in offering classes for unemployed and with International Institute which carries on special work with persons of foreign lineage; lists for special groups of readers and for individuals who wish guidance on special subjects; displays and sells Reading with a Purpose booklets; purchases books on handicraft and

technical subjects; sponsors occasional public lectures for adult classes, lends collections of records, lantern slides, and pictures to persons giving instruction in classes or public lectures; exhibitions of books on art, architecture, building, and related subjects; works with groups carrying on adult programs, e.g. Y.M.C.A., Y.W.C.A.; distributes lists of recent books on special subjects such as modern drama, psychology, gardening, etc., articles to local newspapers calling attention to resources of library in special subjects.

ST. LOUIS PUBLIC LIBRARY, St. Louis, Mo., Arthur Elmore Bostwick, *ln.*, Margery Doud, *readers' adviser.*

Readers' Advisory Service combined with Information Desk; individual reading courses outlined on request, Reading with a Purpose courses circulated for home use; aid given readers at public catalog, and advice as regards individual books and courses, conferences with club program committees and other organization workers; collects information in regard to local educational opportunities; radio and book talks and aid to libraries in institutions with adult education programs.

OMAHA PUBLIC LIBRARY, Omaha, Nebr., Edith Tobitt, *ln.*

Readers' adviser and two readers' assistants select books for readers and follow up patrons who are reading by lists or courses, make book lists and keep them up-to-date; displays Reading with a Purpose courses in prominent place; lists of adult education courses in information file; posts announcements of lectures and courses on bulletin boards; places cultural books at five business houses—books selected for credit reading at one; selects nature libraries for summer camps; sends reading lists to commercial groups; sends displays of reading

matter to professional groups, gives talks to parent-teacher associations, cooperates with American Association of University Women and clubs on programs and courses; prepares special displays; reads to group of blind people every two weeks, and prepares lists (in Braille and type) of books in Braille which library has; Adult Education Council meetings often held in library.

EAST ORANGE PUBLIC LIBRARY, East Orange, N. J., Adeline T. Davidson, *ln.*

Displays Reading with a Purpose series with books on subjects included; also sells courses; distributes regularly to organizations, such as Rotary, Kiwanis, and individual business firms, business lists and lists of new technical books in library; sends lists on "Mothercraft" to mothers after securing birth certificates of children through local Board of Health; distributes lists on child study to child study groups; sponsors lecture courses on the novel and drama given in library building by lecturers from New York University and open to public upon payment of small fee; prepares lists of local adult educational institutions and courses offered; posts lists of lectures given by National Advisory Council on Radio in Education with appropriate displays of books; librarian and members of staff give book talks; letters to Sunday school superintendents and faculty and to women's clubs offering facilities of library; displays posters in City Hall and chamber of commerce calling library to attention of unemployed; notices to newspapers about all activities.

MONTCLAIR FREE PUBLIC LIBRARY, Montclair, N. J., Margery C. Quigley, *ln.*

Library member of local Council of Social Agencies which touches all adult

education activities exclusive of clubs and churches; furnishes special collections of books and prepares bibliographies for any group; supplies adequate collection of books, pamphlets, and magazines to about 200 persons participating in local Economics Forum (see p. 245) and in discussion groups held between forums.

NEWARK PUBLIC LIBRARY, Newark, N. J., Beatrice Winsor, *ln.*

Adult classes from Newark evening schools visit main library or branch once during school year and are introduced to section of books selected for new Americans; classroom libraries sent to evening school classrooms on subjects being studied, professional libraries on special aspects of educational methods lent to schools for use of principals and teachers for two or three months; *The Library*, official journal, through publication of series of expository articles on library routine and practices, explains to borrowers and visitors library resources and procedure; weekly newspaper column under successive titles, "Where Can I Learn It?", "Are You Too Busy to Read?", "Why Stop Learning?", etc.

PLAINFIELD PUBLIC LIBRARY, Plainfield, N. J., Florence M. Bowman, *ln.*, Elsie F. Whitfield, *readers' adviser.*

Purchases and distributes free "Living and Learning," published by the American Association for Adult Education; sells Reading with a Purpose pamphlets; keeps in conspicuous place educational broadcast programs and suggests pertinent reading material on request; shelf of books called "Sources for Adult Reading"; maintains contacts with women's clubs, parent-teacher associations, and pupils of continuation

and night schools; compiles subject lists on request.

ALBANY PUBLIC LIBRARY, ALBANY, N. Y., Elizabeth M. Smith, *dir.*, Winifred A. Sutherland, *special asst. in adult education.*

Advisory service on books and reading with individually planned reading courses; special emphasis placed on Reading with a Purpose series (2,118 enrollments from October, 1928, to December, 1932); library acts as information center for local adult education opportunities, cooperates with Child Development and Parent Education Committee, Council of Religious Education, and with local study clubs, six book talks each year on varied subjects; book exhibits within and outside library dealing with reading courses and other library services; radio program shelf of books and pamphlets at main library to call attention to outstanding programs on air; gives publicity to all courses for adults in city; helped form County Adult Education Council and has prepared list of educational and recreational opportunities available for the unemployed and their families for use in connection with survey conducted by Council.

BINGHAMTON PUBLIC LIBRARY, Binghamton, N. Y., Helen A. Stratton, *ln.*, Pauline Goemmel, *chmn.*, *readers' advisory com.*

Committee prepares individual reading courses and holds recommended books in reserve, Reading with a Purpose courses and suggested books displayed; book lists for clubs and study groups; collection of books to State Employment Service Office, classes in immigrant education under auspices of Department of Education held in library, also Book Review Club; art exhibitions under direction of Museum

of Fine Arts in Art Gallery of library; distributes lantern slides borrowed from State Department of Visual Instruction, one staff meeting each month devoted to discussion of special subject such as American literature.

BROOKLYN PUBLIC LIBRARY, Brooklyn, N. Y., Milton J. Ferguson, *ln.*

Reading with a Purpose courses at all branches; lists of books for adult education groups, information service about adult education opportunities given by reference departments of larger branches, has conducted for several years under auspices of Carroll Park Branch citizenship classes for Italians; branch auditoriums available for lectures and meetings of parent-teacher groups, women's clubs, and other organizations; Department of Library Extension furnishes books and other library service to hospitals, jails, schools, and many adult education groups; Children's Department conducts dramatic and reading clubs for young people.

CORTLAND FREE LIBRARY, Cortland, N. Y., Byrl J. Kellogg, *ln.*

Displays special table exhibits of books on different subjects, i.e., timely topics, Reading with a Purpose, etc., Book Week display and frequent art exhibits of original illustrations lent by leading publishers and local artists, as well as rare editions and fine bindings, etc., lent by local collectors; owns small collection of foreign books, posts bulletins of up-to-date information on all phases of adult education work in community, and on radio broadcasts; librarian gives radio broadcasts, talks to local groups on library, books, and reading; librarian is member of education committee of Y.W.C.A.; cooperates with all community adult education projects, such as forums, lecture-discussion groups, etc.; works with program com-

mittees of women's clubs and individual club members; librarian developing informal readers' advisory service, organized publicity for adult education in library through local newspapers, church calendars, announcements from pulpits and in service clubs by library board members; Teachers' Book Club and Community Book Review Club hold meetings in library at which members of an advisory committee, selected by librarian, give reviews, average attendance 1932-33, over 200.

LYNBROOK PUBLIC LIBRARY, Lynbrook, N. Y., Teresa A. Guertin, *ln.*

Displays collection of Reading with a Purpose courses; prepares reading lists for women's clubs; collects debate material; librarian gives talks before mothers' clubs; distributes multistamp lists of recent books of interest to various groups.

NEW YORK PUBLIC LIBRARY, 476 Fifth Ave., New York, N. Y., Edwin H. Anderson, *dir.*, Jennie M. Flexner, *readers' adviser.*

Readers' adviser supplies guidance and assistance to adults interested in self-education; makes lists to meet needs and interests of individual on subjects about which he wishes to read systematically; prepares programs of reading for groups and study clubs; maintains active contacts with organizations of all kinds; experimental work carried on in 1931-1932 with free adult classes in continuation schools, with National Advisory Council on Radio in Education in preparation of bibliographies, with the Probation Office of Court of General Sessions from which potential readers among adult probationers are referred to readers' adviser for guidance, with the Employment Assistance Bureau of the Emergency Unemployment Relief Committee from which un-

employed men seeking vocational readjustment are sent for reading lists; an experiment, in charge of Sigrid A. Edge, is concerned with reading interests of individual readers and with evaluating the service given them, under a grant made by the American Association for Adult Education; information about other adult education opportunities kept up-to-date; talks about services made to clubs, classes, hospital training schools, settlements, social service agencies or any groups likely to need readers' advisory service.

Information desks in Reference Department and all branch libraries equipped to give information about adult education opportunities in city; over 3,000 Reading with a Purpose courses sold in 1932; library and several officers members of the American Association for Adult Education and New York Adult Education Council; active book service furnished to United Parents Associations, with special collections for child study sent to fifteen large groups.

Harlem Adult Education Experiment for Negroes, with headquarters at 135th Street Branch, conducted under direction of Ernestine Rose, librarian, Sarah Reid, field worker, Sonya Krutchkoff, readers' adviser (see p. 127 for further description of experiment); Muhlenberg Branch Library conducts Muhlenberg Forum (for further information see p. 67); George Bruce Branch Library has held discussion groups in connection with educational broadcasts; lectures, and study and discussion groups held in many branches; organized work with continuation schools, both directly in schools and through special rooms in three branch libraries for class visits; has branches of National League for American Citizenship in three libraries, for helping foreign-born persons to citizenship; study groups for foreign born in branch libraries in all foreign

districts; Board of Education and other groups conduct classes in most branches for teaching English to foreign born; study of reading in Seward Park Branch Library district (Lower East Side) made by Douglas Waples in 1932.

ROCHESTER PUBLIC LIBRARY, Rochester, N. Y., John Adams Lowe, *ln.*

Director served on Committee of Council of Social Agencies which recommended creation of a Council on Cooperation in Adult Education; library cooperates with experimental Public Employment Center by making books on vocational guidance available at Central Library and with two-year project on parent education and child development of Spelman Fund.

SYRACUSE PUBLIC LIBRARY, Syracuse, N. Y., Paul M. Paine, *ln.*

Adult education program shared by main library and all branches; library cooperates with Syracuse University Extension Department, Friends of Reading, Department of Education, etc.; offers use of auditorium at main and branch libraries to educational organizations; circulates book collections, lantern slides, music scores, pictures, maps, travel folders; prepares special lists on request for organizations and individuals; makes Reading with a Purpose series available for organizations and individuals; staff gives book talks; holds exhibits; sends announcements of library activities to daily papers; gives service to large number of local clubs and associations; prints posters and folders.

MASONIC GRAND LODGE LIBRARY, Fargo, N. D., Clara A. Richards, *ln.*

Uses Reading with a Purpose courses; prepares program outlines for special groups; reading lists for individuals and

groups prepared on request; for past ten years has been broadcasting lectures, book talks, book reviews; receives statewide publicity through Masonic organizations; service is supported solely by Masonic Lodge, but use of library is open to all persons throughout state.

AKRON PUBLIC LIBRARY, Akron, Ohio, Will H. Collins, *ln.*, Corinne A. Metz, *readers' adviser.*

Readers' adviser assists readers with problems concerning books and reading, prepares courses of reading for individuals, aids study clubs and classes in preparing programs, and club members with material for club papers, cooperates with other adult education agencies by preparing lists and arranging for their book supply; through book exhibits, cooperation with other agencies, and attendance at meetings for educational and cultural betterment emphasizes library's encouragement of, and assistance in, all educational and cultural movements in community; adviser's office serves as clearing house for information regarding local educational opportunities.

PUBLIC LIBRARY OF CINCINNATI, Cincinnati, Ohio, Chalmers Hadley, *ln.*, Pauline J. Fihe, *dir.*, *readers' bureau.*

Director of Readers' Bureau prepares individual reading courses, reading lists and outlines, and distributes Reading with a Purpose courses and printed lists, maintains consultation service in general circulation work; serves as clearing house for information about all adult classes in city; distributes radio reading guides; prepares programs for study groups and discussions; bulletin board carries announcements of lectures, forums, concerts, exhibits and radio programs of interest to adults; collections for special groups (self-taught language series, big type library, etc.); addresses

on adult education before clubs and classes; displays timely books and lists and prepares annotated bibliographies for local newspapers; gives floor space to and maintains close cooperation with Committee on Opportunities for the Unemployed (see p. 248), assists industrial workers and foreign-born groups, parent-teacher associations, adult evening classes, Y.W.C.A., etc., through talks, group reading lists, and individual reading courses; maintains special file of vocational books and prepares lists for vocational counselors of public schools; Readers' Bureau represented at all counselors' meetings; reading lists inserted in travel folders supplied by travel bureau; suggests reading outlines for missionary and young people's church groups.

CLEVELAND PUBLIC LIBRARY, Cleveland, Ohio, Linda A. Eastman, *ln.*, Lucia H. Sanderson, *readers' adviser.*

Extension Division for Adult Education (School Department) supplies supplementary reading and talks on use of library to adult classes in public schools and other organizations, gives library service to two extension evening high schools; Education Section of Sociology Division keeps up-to-date information about educational opportunities in city and elsewhere, through card index of classes, schools, subjects, and courses, supplemented by official catalogs and directory of foreign language teachers; readers' adviser plans reading courses and helps solve reading problems for individuals; uses Reading with a Purpose series as both reference and circulating material; staff serves on committees and cooperates with local and national organizations; prepares subject bibliographies for foreign affairs institutes and other meetings; gives book talks at main library in cooperation with Adult Education Association; in cooperation with

museums, one adult and three young people's poetry groups meet under volunteer leadership; P. T. A., women's clubs, citizenship classes, study and discussion groups use club rooms extensively in branch libraries for winter programs of concerts and lectures given frequently in cooperation with foreign groups; staff gives book talks and talks on library service to these and similar groups outside library and lectures on story-telling and resources of library to playground workers, nurses, and parental study groups; prepares exhibits for trade conventions and educational institutes; gives assistance to women's clubs in preparation of programs; provides book exhibits with reading lists for lectures, classes, concerts and forums; annual exhibit of school and college announcements and displays for educational broadcasts; prepares bookmark reading lists for moving pictures, concerts, plays, operas, and exhibitions at request of theaters and printed at their expense; displays and lists in programs of Cleveland Orchestra, etc.; present conditions have temporarily curtailed some parts of program.

YOUNGSTOWN PUBLIC LIBRARY, Youngstown, Ohio, Clarence W. Sumner, *ln.*

Members of Adult Department assigned to readers' assistant duty; staff prepares book lists and bibliographies, uses Reading with a Purpose series; places special emphasis on work with women's clubs, civic and business organizations, such as the chamber of commerce, parent-teacher association, and foreign language groups, working particularly with and through the International Institute; librarian and several department heads give talks and book reviews before clubs and organizations; staff gives series of weekly radio broadcasts on cultural subjects; receives publicity from newspapers.

MUSKOGEE PUBLIC LIBRARY, Muskogee, Okla., Cora Case Porter, *ln.*

Adult education work done largely through Reference Department; uses and distributes Reading with a Purpose series in cooperation with Epsilon Sigma Omicron, honorary educational sorority of General Federation of Women's Clubs; disseminates information about adult education opportunities through use of pamphlets and bulletin board; service to women's clubs, men's night classes in public speaking, finance, etc.; gives publicity to educational broadcasts and other adult education media.

LIBRARY ASSOCIATION OF PORTLAND, Portland, Ore., Anne M. Mulheron, *ln.*, Lillian F. Nisbet, *readers' adviser.*

Readers' advisory service plans reading and study lists for individuals and clubs to meet specific needs as determined by personal interviews; maintains file of information on educational opportunities, local classes, schools and college, private teachers and educational broadcasts, maintains close relationship with University of Oregon Extension Division; plans programs and study lists for various study clubs, such as parent-teacher associations, the American Association of University Women, women's clubs, and informal reading and study groups; prepares and distributes book lists in connection with education broadcasts; organizes "Read-a-Book-Together" clubs, informal groups that read and discuss worth-while books.

CARNEGIE LIBRARY OF PITTSBURGH, Pittsburgh, Pa., Ralph Munn, *dir.*, Charles W. Mason, *readers' counselor.*

Advisory service supported during first two and a half years by grant of \$21,000 from Buhl Foundation of Pittsburgh; various specialists on library

staff cooperate in acting as informal "faculty"; counselor's office prepares individual reading courses and maintains records that permit a consistent follow-up and guidance of readers using service, Lending and Reference Departments display and distribute Reading with a Purpose pamphlets, mimeographed lists and reading courses and cooperate with all educational and civic organizations by book displays and posters; counselor serves as secretary of Pittsburgh Council on Adult Education (see p. 49 for further information) and maintains card index of educational opportunities in city; by cooperating with outside agencies, effectiveness of service is increased and best publicity afforded, prepares bibliographies and renders book service to organizations conducting lectures, discussion groups, and educational reading programs.

OSTERHOUT FREE LIBRARY, Wilkes-Barre, Pa., Mary Neikirk Baker, *ln.*, Casindania P. Eaton, *readers' adviser.*

Adviser prepares reading courses, lists, bibliographies for individuals and organizations; places special emphasis on junior groups and readers with particular problems; acts as information center on local adult education opportunities; has established contact with Y. M. C. A., Y. W. C. A., United Charities, continuation and night schools; has conducted seminar in modern poetry and series of book forums.

PROVIDENCE PUBLIC LIBRARY, Providence, R. I., Clarence E. Sherman, *ln.*, Ruth C. Coombs, *readers' adviser.*

Readers' adviser works in close cooperation with all departments; seeks all possible community contacts—schools, colleges, parent-teacher associations, clubs, stores, factories; prepares reading and study courses for individual readers

(335 courses in 1932); maintains directory of local educational opportunities, including radio and lectures; "book service," including suggestions, but not reference work, available to all adult readers (4,100 requests in 1932); carries on community work and publicity, club lectures and book talks, school visiting (night, continuation, and citizenship classes), preparation of club study programs, committee work with adult education agencies; has distributed several hundred "Depression College" posters; obtains publicity through bulletin boards and exhibits, newspaper articles, posters, lectures, school, factory and club visits, circular letters, book talks, and committee work.

SOUTH DAKOTA FREE LIBRARY COMMISSION, Pierre, S. D., Leora J. Lewis, *dir.*

During past five years has carried on "Reading in the Home" project in cooperation with State Agricultural Extension Service, started at request of members of home extension clubs as a means of adding variety to programs; during first year bulletin issued including book lists, information about library facilities in state, etc.; during succeeding years other bulletins on the novel, on Knowing America through Books, and other topics issued, accompanied by discussion sheets including suggestions for critical study and reading; director has held county-wide training schools in fifteen counties attended by reading leaders of clubs; more than 5,000 women each year have done a part of suggested reading and have participated in club discussions.

CHATTANOOGA PUBLIC LIBRARY, Chattanooga, Tenn., Nora Crimmins, *dir.*

Reference librarian acts as readers' adviser to organized groups such as parent-teacher association, American Association of University Women, night

school classes, banking debating societies, etc.; displays and circulates Reading with a Purpose series and compiles and distributes other lists; keeps in touch with University lecture program and with discussion groups having leaders and lectures from University and library staffs; holds group meetings and round table discussions for county groups, quarterly; staff gives book talks to clubs in city.

CARNEGIE LIBRARY OF NASHVILLE, Nashville, Tenn., F. K. W. Drury, *ln.*

Gives special attention to Reading with a Purpose courses; makes and distributes reading lists; compiles weekly "Calendar of Educational Events," released through *Bulletin* and bulletin board, and printed in local papers; makes available list of lectures and speakers; special service to various groups, such as parent-teacher associations, the American Association of University Women, and the Watkins Institute; librarian chairman of local Adult Education Council.

TYRRELL PUBLIC LIBRARY, Beaumont, Texas, Kathleen D. Munn, *ln.*

Reference assistant and assistant librarian carry on adult education work in informal way; in close touch with junior college in evening adult education classes, with parent-teacher associations, with woman's club, and civic organizations; information and books about educational broadcasts on display; book talks to clubs; frequent newspaper publicity.

EL PASO PUBLIC LIBRARY, El Paso, Texas, Maud Durlin Sullivan, *ln.*

Compiles individual reading lists on wide variety of subjects and outlines on special subjects with references for study clubs in city and county; supplies

books for Reading with a Purpose courses; makes up programs including books and other material for informal groups studying international relations, economic conditions, and Southwest history; supplies material for individuals taking university extension courses and for free course for prospectors given by College of Mines and Arts; gives special service to night school students, industrial groups, and for new projects for unemployed, such as placer mining; prepares educational broadcasts and material for series of broadcasts on Southwest and other subjects, sends weekly annotated notices of new books to newspaper.

CARNEGIE PUBLIC LIBRARY, Fort Worth, Texas, Mrs. Charles Scheuber, *ln.*, Emily Garnett, *asst. in charge*, *readers' service bureau*.

Readers' Service Bureau started 1931; posts on bulletin board announcements outlining opportunities offered and sends notices to newspapers; offers reading courses based on Reading with a Purpose series, outlines by Cincinnati Public Library and University of Michigan Alumni reading lists; special courses outlined to meet needs of individual students; outlines in constant use by program committees of women's clubs; 670 persons have registered for 77 courses; maintains information service about local adult education opportunities.

SEATTLE PUBLIC LIBRARY, Seattle, Wash., Judson T. Jennings, *ln.*

Adult Education Department temporarily discontinued because of lack of funds; in so far as possible other members of staff attempting to carry on work; under present arrangement books on adult education movement and vocational guidance shelved in Parent-Teacher Room, where file of educational opportunities and information about va-

rious radio education activities is kept up-to-date; Reading with a Purpose courses and books listed in courses available in Parent-Teacher Room and elsewhere throughout library system; study programs for women's clubs supplied by Reference Department.

MILWAUKEE PUBLIC LIBRARY, Milwaukee, Wisc., Matthew S. Dudgeon, *ln.*, Hazel I. Medway, *head, adult education div.*

Three librarians in adult education department, readers' adviser plans special courses and acts as guide to individual readers for Reading with a Purpose courses; makes assignment of courses after interview with each reader; 2,724 reading courses read in 1932; assists in making up club programs, preparing reading lists for groups, etc.; bureau of information maintains card catalog of all agencies in community offering part-time adult education opportunities, subjects taught, terms of admission to classes, etc.; offers collections of books and special service to evening schools, University of Wisconsin extension classes, study groups, educational departments of stores and factories, labor unions, postal and police department, house of correction, etc.; gives book talks, sends representatives to various groups to offer library cooperation and to urge members to use library.

See also the following organizations listed under National Organizations:

AMERICAN LIBRARY ASSOCIATION
AMERICAN MERCHANT MARINE LIBRARY ASSOCIATION
SPECIAL LIBRARIES ASSOCIATION

See also the following articles:

ADULT EDUCATION FOR NEGROES, p. 124.
EDUCATIONAL OPPORTUNITIES FOR THE UNEMPLOYED, p. 238.

READING LIST

Adult Education and the Library.

Published quarterly, Nov., 1924-Oct., 1930. Now discontinued.

American Library Association. Libraries and Adult Education. Macmillan, 1926. 284 p.

The result of two years' study of the conception and practice of adult education in this country, emphasizing the opportunity of the libraries to associate their work closely with adult education of all types.

Gray, W. S., and Ruth Munroe. Reading Interests and Habits of Adults. Macmillan, 1929. 298 p.

Contains digest of investigations, individual case studies and suggestions

for future investigations. Bibliography.

Waples, Douglas, and R. W. Tyler. What People Want to Read About. A Study of Group Interests and a Survey of Problems in Adult Reading. Chicago, American Library Association and the University of Chicago Press, 1931. 308 p.

A two-year preliminary study to develop methods and materials whereby the reading interests of any group of people can be defined. A sampling of literate adults exclusive of the special student or aimless reader. Conclusions and recommendations for use of publishers, booksellers, newspapers, magazines, public libraries and students of adult education.

LYCEUMS AND CHAUTAUQUAS

The importance of the lyceum in the history of adult education in the United States can not be over-emphasized. Started in colonial days, it represents the earliest organized attempt in America to provide a means for the diffusion of knowledge among adults. To the American, particularly the New Englander of the nineteenth and early twentieth century, it stood for all that was best in the intellectual life of the nation. Among those who lent prestige to the lyceum platform are some of the great names in American letters—Ralph Waldo Emerson, James Russell Lowell, Henry David Thoreau, and Oliver Wendell Holmes.

The first lyceum was formed in Millbury, Massachusetts, in 1826, as a result of the efforts of Josiah Holbrook of Derby, Connecticut, who for a number of years previous to that date had been lecturing throughout Connecticut and Massachusetts and encouraging small groups to meet for sustained study of the subjects in which they were interested. The development of the movement was rapid. Twelve or fifteen nearby villages promptly followed the example of Millbury and early in 1827 the first county lyceum was organized in Worcester County, Massachusetts. The membership of these first lyceums consisted chiefly of farmers and mechanics who met "for the purpose of self-culture, community instruction, and mutual discussion of common public interests." By 1828 nearly one hundred branches of the American lyceum had been formed and by the end of 1834 nearly three thousand town lyceums were scattered throughout the United States, from Boston to Detroit and from Maine to Florida.

The early lyceums were addressed on a wide variety of subjects by local persons. The next step was the exchange of speakers between lyceums of neighboring communities and the payment of fees to speakers.

The emergence of the professional lecturer, and the consequent formation of the lecture bureau, resulted in the lyceum as we know it today—a purely commercial arrangement between a sponsoring organization in a town and a booking agency in a metropolitan center. The town itself now merely furnishes a paying audience; the agency provides five or six events a season, usually a lecture, two or three musical programs, and a drama.

The example of the lyceum led Bishop John H. Vincent and Lewis Miller in 1874 to expand a Sunday School association into a general adult education venture. The result was Chautauqua Institution, which still flourishes. Physically Chautauqua comprises 365 acres of wooded land on the shore of Lake Chautauqua, New York, with a variety of accommodations for nearly 15,000 summer residents. Each summer the Institution offers lecture courses and informal study groups led by recognized authorities, and covering practically the entire field of general education. Nationally and internationally-known speakers give single lectures and series of lectures. A notable musical program of symphony concerts, operas, chamber music recitals and choral festivals, and a series of dramatic performances is also a part of the summer session. Thousands of people from all parts of the United States return to Chautauqua summer after summer for study and for recreation. During the winter the Institution conducts The Chautauqua Literary and Scientific Circle, organized "for the purpose of supplying popular educational stimulus to adults through the medium of carefully directed home reading." Members of The Circle meet at Chautauqua during the summer for study and discussion. A detailed description of the Institution's program for the current year may be found on page 321.

The success of Chautauqua Institution inspired the formation of hundreds of organizations wholly commercial in character that adopted the name "chautauqua" but that were never in any way related to the original institution. At first these chautauquas were independent of each other and secured their lecturers and other attractions either directly or from lyceum bureaus. Later, traveling or circuit chautauquas were organized in large cities and sent out to small towns that could never hope to have their own permanent chautauquas. Competitive chautauqua companies sprang up all over the country. These circuit chautauquas operate during the summer months, usually staying in one town from three days to a week and offering a program similar to that of the commercial lyceum, consisting of a few lectures, a drama or two, music, and "entertainments." Each chautauqua has a number of tents that will accommodate audiences of many hundreds of people, and performers travel from town to town and from tent to tent so that there is no break in the circuit.

Guided by the mixed motives of private profit and public service, the chautauqua movement has played no small part in the education and direction of American opinion, but there is a wide gap between its possibilities and its performances. The fact that it is a private business

instead of a public institution has placed certain definite limitations upon its power and usefulness.

During the past few years the depression and the radio have been responsible for a sharp decline in attendance throughout the country. This may be only a temporary condition, or it may mean that the American village and small town are ready for a new development.

D. R.

Since only non-profit-making and non-commercial organizations are included in this book, no community chautauquas or lyceums are listed below. The pamphlet files of the American Association for Adult Education contain programs of a number of such organizations, and information about these will be sent on request. It should be understood, however, that the Association does not officially endorse any of these organizations.

See the following organization listed under National Organizations.

CHAUTAUQUA INSTITUTION

Also the following article:

OPEN FORUMS, p. 63.

READING LIST

Hayes, Cecil B. The American Lyceum—Its History and Contribution to Education. U. S. Office of Education Bulletin 1932, No. 12. Washington, D. C., Government Printing Office.

Hurlbut, J. L. The Story of Chautauqua. Putnam, 1921. 429 p.

A history of the founders, organization and development of one of the

earliest adult education movements in America—a "people's college" idea promoted through reading courses and lectures.

Noffsinger, J. S. Correspondence Schools, Lyceums, Chautauquas, Macmillan, 1926. 145 p.

A summary of an investigation into the type of instruction offered by the widely advertised correspondence schools, and of the mass education given in lyceum halls and chautauqua circuit tents.

Vincent, John H. The Chautauqua Movement. Boston, Chautauqua Press, 1886. 308 p.

The story of the movement written by one of the founders.

MEN'S AND WOMEN'S CLUBS

It has been estimated that there are three million women belonging to women's clubs in the United States. There is scarcely a hamlet that does not have a club of some sort, either men's or women's, and frequently both. Some of them are frankly "social" organizations, whose members meet solely for recreational purposes; others are conducting educational programs, the effectuality of which varies to a wide degree. Parent education and child study, art, music, education, civics and government, rural problems, economic questions are the subjects most frequently studied. Each club is a law unto itself, despite the fact that thousands of community clubs have united to form various national organizations and are guided to a great extent by policies formulated by national headquarters.

In the case of most of the nationally-organized women's clubs, the national and state headquarters offices, with the help of program committees, select subjects for study and prepare study outlines which are distributed at regular intervals to community clubs. These outlines are carefully planned and include reading lists, instructions to club leaders, and detailed suggestions as to how best to obtain a thorough understanding of the subject under discussion.

Recently women's clubs have been actively cooperating with university extension departments in planning special courses and institutes for members. One such institute was given at the University of Michigan during the summer of 1933. New York University is offering an extensive program for club members in and around New York City during the winter of 1933-34.

The educational programs of national associations of men's clubs and fraternal organizations vary considerably. A number of the large fraternal organizations, notably the Masonic order, prefer to restrict their efforts to the dissemination of information about their own ritual among their members. There are half a dozen national luncheon clubs whose educational programs are limited to the addresses of visiting speakers. On the other hand, there are such organizations as business men's art clubs whose members meet largely for the purpose of study.

D. R.

No community clubs or fraternal organizations that are constituents of or affiliated with national organizations are included in the list below, since the programs of all clubs belonging to one national organization are more or less alike. General statements of the educational activities of these clubs prepared with the assistance of the national officers appear in the list of National Organizations on p. 309. A few representative autonomous clubs are included in the following notes.

CITY CLUB OF CHICAGO, 315 Plymouth Court, Chicago, Ill.

Weekly luncheon forums for discussion and study of local, national, and world problems; committees of members investigate and act upon civic problems; weekly bulletin of announcements and reports; women eligible to attend forums.

WOMAN'S CITY CLUB, 6 No. Michigan Ave., Chicago, Ill., Jean C. Weis, *civic dir.*

Carries on study of governmental affairs, social welfare and legislation, through committees and club programs; forums on governmental questions open to public; monthly bulletin, branches in number of wards meet monthly for study of city-wide and neighborhood affairs and send delegates to civic committee meetings of downtown club.

THE TWENTIETH CENTURY CLUB, Adult Education Center, 3 Joy St., Boston, Mass., Dorothy Hewett, *adult ed. exec.*

Offers courses under expert leadership four nights a week on Understanding our Present Economic Situation, Psychology in Everyday Life, Keeping Up with Science, Understanding Germany, Modern Poetry, Pleasing Speech, Conversational Italian and French, etc.; all classes limited to 25 people; nominal fee of \$4 charged for each course; all classes conducted informally; leaders contribute services; students represent cross section of community; enrollment, 350.

INSTITUTE OF ADULT EDUCATION, Ann Arbor, Mich., W. D. Henderson, *dir.*

Sponsored by University of Michigan Extension Division and Michigan State Federation of Women's Clubs for members of Federation; five-day institute held annually for discussion of modern economic, social, and educational subjects and for study of art, literature, and drama; attendance, 1933, 165.

CITY CLUB OF ALBANY, INC., 257 State St., Albany, N. Y., Berta S. Bendell, *ex. sec.*

Meetings on current events, questions of municipal, county and state government, problems created by drift of population to suburbs, political parties and justice, American foreign policy, Historic Albany and Its Architecture, etc.; open to members, and to others for nominal fee; certain meetings free to general public; plans to offer courses in one or more subjects which survey of Adult Education Council of Albany shows to be unavailable to students of city; recommends study group conducted by Department of Child Welfare and Parent Education and other activities sponsored by educational groups of city; membership, 500.

THE AMERICAN WOMAN'S ASSOCIATION, 353 W. 57th St., New York, N. Y., Catherine S. FitzGibbon, *program dir.*

Sunday evening and mid-week programs for members and guests include concerts, plays, lectures, dance recitals,

etc.; group meetings of those interested in little theater, choral work, books, travel, poetry, etc.; sustained program carried on by music, drama, literature, and other committees; publications include *The First Year of Verse* (anthology of members' verse) and *The Trained Woman and the Economic Crisis*; membership, 4,000.

WOMEN'S CITY CLUB, 22 Park Ave., New York, N. Y., Mrs. H. Edward Dreier, *pres.*

Active educational committee keeps in touch with educational trends in New York City, including adult education, and reports to members.

NEW YORK UNIVERSITY, Extension Department, Washington Square East, New York, N. Y.

Offers women's clubs and other organizations in and around New York City non-credit lecture and discussion courses; primary consideration given contemporary field in each subject; courses offered on The New Orient, Psychology Today, Modern Poets, Problems of World Government, etc.; courses arranged to meet needs of individual groups.

UNIVERSITY OF CINCINNATI, School of Applied Arts, Cincinnati, Ohio, Herman Schneider, *dean.*

Offers Saturday morning courses to women's clubs in interior decoration, landscape gardening, furniture, fabrics, domestic architecture, appreciation of painting, literary backgrounds, etc., with members of school faculty in charge.

COMMITTEE ON ADULT EDUCATION AND RECREATION, Columbus Chamber of Commerce, Columbus, Ohio, Fred D. Connolly, *chmn.*

Committee set up to supervise, coordinate, and initiate projects for year

1932-33; cooperates with parent-teacher organizations in collecting art and handcraft objects made by adults for exhibition in schools; maintains special recreation center in poor community, with assistance of local church; membership represents about 20 organizations.

See also the following organizations listed under National Organizations:

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

AMERICAN LEGION

ASSOCIATION OF THE JUNIOR LEAGUES OF AMERICA, Inc.

DAUGHTERS OF THE AMERICAN REVOLUTION, THE NATIONAL SOCIETY OF KIWANIS INTERNATIONAL

KNIGHTS OF COLUMBUS

LIONS INTERNATIONAL

NATIONAL COUNCIL OF JEWISH WOMEN

NATIONAL COUNCIL OF WOMEN OF THE UNITED STATES

THE NATIONAL EXCHANGE CLUB

NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, Inc.

NATIONAL LEAGUE OF WOMEN VOTERS
ROTARY INTERNATIONAL

YOUNG MEN'S CHRISTIAN ASSOCIATION

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Also the following articles:

THE ARTS IN ADULT EDUCATION, p. 33.

PARENT EDUCATION, p. 131.

POLITICAL EDUCATION, p. 146.

PROGRAMS OF SOCIAL EDUCATION CONDUCTED BY RELIGIOUS GROUPS, p. 195.

ADULT EDUCATION IN SETTLEMENTS, p. 203.

READING LIST

Breckinridge, S. P. *Women in the Twentieth Century.* McGraw-Hill, 1933. 364 p.

Deals with the political, social and economic activities of women. One of the series of Monographs prepared under the direction of the President's Research Committee on Social Trends.

Herring, Elizabeth B. A Program Book for Women's Groups. The Woman's Press, 1932. 45 p.

Program resources for women members of the Y. W. C. A.

Nelson, Thomas H. Ventures in Informal Adult Education. Association Press, 1933. 120 p.

Actual account of fifty-three programs which were successfully carried on in different Young Men's

Christian Associations in the United States, together with a description of the methods employed. A case history of this phase of adult education.

Talbot, Marion, and L. K. M. Rosenthal. The History of the American Association of University Women. Boston, Houghton, 1931. 479 p.

A fifty years' record of an organization founded when "higher education" meant formal instruction for men only. One chapter, "the program of adult education" discusses university extension, institutes, cooperation with other agencies, group studies and other means whereby learning may be continuous.

MUSEUMS IN ADULT EDUCATION

Museums have assumed importance in education only within the last three decades. During that time they have exchanged a passive for an active rôle, and they have developed specific methods that now characterize their work. At present they enjoy wide influence, as suggested by the fact that more than thirty million people are recorded annually as visitors to one hundred and seventy of the larger museums.

The first educational exhibits date from about 1870. The earliest dramatic science museum exhibit was shown in New York in 1879, and mammal and bird habitat groups were developed in the eighties. At about the same time, lectures and active educational use of exhibits began in science museums.

Art museum exhibits have undergone a somewhat similar transformation, chiefly in the last two decades. The break from formal display came from Germany; in this country the first period rooms—carrying the idea of composite display to its logical conclusion—were introduced by the Essex Institute, a history museum at Salem, Massachusetts, in 1907, and the plan was later borrowed for art exhibits. Earlier than that, however, and apace with like developments in science museums, were the beginnings of lectures and other active educational efforts of art museums. This work had its first decisive advance when the Museum of Fine Arts, Boston, introduced guides called “docents,” in 1896.

During the last twenty-five years, efforts of museums to teach adults have developed constantly in magnitude and variety. Lectures, conferences, study groups, clubs, courses of instruction, and lectures by guides have emerged as the principal methods, supplemented by the lending of objects, pictures, slides, and even projecting apparatus for specific group use outside the museum.

Study groups have been developed by museums in most of the larger cities and in some smaller places. For the art museums industrial art has proved an especially fertile field because of the practical interest inspiring groups of designers, salespeople, and other workers. Unfortunately, only a few museums have taken advantage of this opportunity. However, many museums of art and science have organized

study groups with general cultural interests, and some have had amateur classes in drawing as preparation for appreciation or knowledge of technique. The best future for group work seems to lie in joining library reading courses with museum study groups, using museum material for illustration.

Recently other means of instruction have been supplemented by broadcasting short talks over national radio networks. The most original method has been developed at Buffalo, New York, where the museums of science, art, and history now cooperate with a newspaper and a broadcasting station in a plan called "Roto-radio." A further description of this experiment appears on p. 110.

During the last ten years efforts have been made to study and to evaluate museum methods, but such studies are still in the exploratory stage. Community efforts to coordinate institutional work have been made, most notably at Cleveland, Ohio.

In their extramural work, science museums recently have sought to find new and more effective ways of using and interpreting nature itself as museum material: nature walks under museum guidance have been encouraged; nature trails have been created by labeling natural objects in parks, and trailside museums—small informal museums each devoted to its immediate locality—have been established. Some trailsides are in city parks and are conducted as branch museums, but the pioneer and most important developments of this kind have been in several national parks.

Recent studies point to the growing importance of historic house museums, of which there are several hundred in different parts of the country. These special museums have been made possible by the increase in motor touring.

Museums are increasing rapidly in number. There are now two hundred museums that are large and have permanent buildings, and one hundred and twenty-five others of intermediate size with temporary homes; there are over four hundred historic house museums, and three hundred and fifty small museums with rooms in public buildings; finally, there are five hundred small teaching museums in colleges. All but a few of these museums do some work with adults, and some make adult education their first interest.

—LAURENCE VAIL COLEMAN, *Director*,
The American Association of Museums.

The following list is by no means complete but is representative of the various types of programs being conducted by museums. It is arranged alphabetically by state and city.

SOUTHWEST MUSEUM, Marmion Way and Museum Drive, Highland Park, Los Angeles, Calif., Frederick Webb Hodge, *dir.*

Popular lectures, usually on Indian subjects, Sunday afternoons from October to April; exhibitions daily with guidance for organizations; reference library of 30,000 books on Arizoniana, Californiana, western Americana, Spanish Americana; 1,500 slides, directs "Casa de Adobe," replica of California Spanish ranch-house with complete furnishings; publishes *The Masterkey* (six times a year), and *Southwest Museum Papers* occasionally.

NATURAL HISTORY MUSEUM, Balboa Park, San Diego, Calif., Clinton G. Abbott, *dir.*

Gallery lectures; guide service on request; talks to public, clubs, etc.; reference library of about 125,000 books and pamphlets with emphasis on zoology, botany, and geology; lending collection of 10,000 specimens, 1,500 photographic negatives, 2,500 lantern slides; publishes *Bulletin*; *Transactions*; and *Memoirs*.

CALIFORNIA ACADEMY OF SCIENCES, Golden Gate Park, San Francisco, Calif., Barton Warren Evermann, *dir.*

Free monthly lectures on the natural sciences; courses on beauties of natural aquarium and museum of habitat groups of California wild life free to public; library of 60,000 volumes, mainly in the biological and physical sciences, open to members; lending collection of 2,000 lantern slides.

SANTA BARBARA MUSEUM OF NATURAL HISTORY, Mission Canyon, Santa Barbara, Calif., Harold Sidebotham, *dir.*

Courses in natural history; field excursions; guidance on request; gallery lectures; public lectures; library of 1,000 volumes; some slides and photographs; news of activities in local newspapers; publishes *The Museum Leaflet* and annual report.

COLORADO MUSEUM OF NATURAL HISTORY, City Park, Denver, Colo., Jesse D. Figgins, *dir.*

Lectures to organizations on request; motion pictures on bird life; guide service for groups.

DENVER ART MUSEUM, Chappell House, 1300 Logan St., Denver, Colo., Cyril Kay-Scott, *dir.*

Lectures by members of staff and invited speakers; talks on art appreciation to local clubs; sponsors artists' groups, such as business men's art clubs; guide service on request; broadcasts over local station once a month; does not maintain own library and slide collection, but cooperates with Denver Public Library which offers these services; art column and calendar in Sunday edition *Rocky Mountain News*.

ART INSTITUTE OF CHICAGO, Michigan Ave., Chicago, Ill., Robert B. Harshe, *dir.*

Daily lectures free to members of Institute; Department of Museum Instruction and Membership Lecturer give courses in appreciation of art and sketching for amateurs; School of Art Institute offers day, evening, and Saturday morning courses for adults; School of

Drama in Kenneth Sawyer Goodman Memorial Theatre produces seven plays (42 performances) for adults yearly; gallery talks to organizations by appointment; guide service on request; occasional radio talks; Ryerson Library of Art and Burnham Library of Architecture (34,204 volumes) open to public; lending collection of 28,500 lantern slides, 53,500 photographs; 7,000 color prints; 25,000 post cards; publishes handbooks of paintings and sculpture, catalogs of exhibitions and special collections; *Bulletin* (seven times a year); and weekly news letter.

FIELD MUSEUM OF NATURAL HISTORY,
Roosevelt Road and Lake Michigan,
Chicago, Ill., Stephen C. Simms, *dir.*

Lectures on science and travel for public and special lectures for members; two lecture courses of general scientific interest given each year; five guided lecture tours a week; lending collection of natural history exhibits for use by community centers and other adult education organizations; library of 93,000 scientific books and pamphlets open to public; 12,000 lantern slides for use in museum in connection with lectures; radio broadcasting by members of staff or of museum's expeditions, Division of Public Relations distributes news about museum locally, nationally, and internationally; publishes general and special guidebooks, leaflets on scientific subjects.

THE JOHN HERRON ART INSTITUTE,
Pennsylvania and 16th Sts., Indianapolis, Ind., Wilbur D. Peat, *dir.*

Courses on history of art and art appreciation; talks on exhibits; musical recitals; talks on special topics by visiting lecturers; gallery guides provided on request; Business People's Sketch Class sponsored; reference library 4,000 volumes; large lending collection of

photographs and slides; publishes bulletin periodically; local newspapers give space to museum items.

BALTIMORE MUSEUM OF ART, Wyman Park at 31st St., Baltimore, Md., Roland J. McKinney, *dir.*

Gallery talks and lectures by staff members and invited speakers; courses of lectures on appreciation of sculpture, painting, and crafts; special courses for clubwomen in home decoration and appreciation of arts; lectures and loan exhibitions to clubs on request, lending collection of 3,000 lantern slides, library open to all visitors; publishes *News Record* (monthly); articles on museum activities sent to local newspapers twice weekly.

MUSEUM OF FINE ARTS, Huntington Ave. and the Fenway, Boston, Mass., Edward Jackson Holmes, *dir.*

Lectures by staff members and invited speakers; several courses each year open to public, two especially arranged for teachers; classes for salespeople; courses for private groups on request; lectures by guides every week day; Sunday talks and motion picture showings; advice and assistance to local industries; library of nearly 60,000 books and pamphlets open to public; lending collection of photographs lent free within radius of 1,500 miles; news letter announcing accessions, exhibitions, and educational activities sent regularly to press, posters displayed in street cars, subway stations, and public bulletin boards; publishes bi-monthly bulletin, general handbook and gallery books describing collections, and special publications of scholarly content.

WORCESTER ART MUSEUM, 55 Salisbury St., Worcester, Mass., Francis Henry Taylor, *dir.*

Lectures and gallery talks for groups on request; guide service on request;

lending collection of 13,000 slides and 23,000 photographs; library of 10,000 books and pamphlets; publishes accounts of museum activity in local newspapers and other publications.

DETROIT INSTITUTE OF ARTS, Woodward Ave., Detroit, Mich., Clyde H. Burroughs, *ex. sec.*

Gallery tours twice a week, talks on temporary exhibitions to groups on request; guides furnished groups of five or more on request; evening classes for teacher training, free public lectures and concerts; lending collection of 18,000 slides; small reference library, branch of Detroit Public Library; monthly bulletin for members of Founders Society; three daily newspapers publish weekly schedule of events.

THE MINNEAPOLIS INSTITUTE OF ARTS, 201 E. 24th St., Minneapolis, Minn., Russell A. Plimpton, *dir.*

Course of public lectures on history of art, prints, and travel; free Sunday lectures from October to April; 16 circulating lectures with lantern slides; special lectures and concerts for members; special lectures for groups such as business and professional women; weekly free gallery tours; special tours for groups; occasional addresses by staff members to technical groups meeting at museum; sponsors art class for business men; weekly broadcast over local station on current exhibitions, biographies of artists, etc.; library of 2,000 volumes; collection of 10,000 slides; 1,200 color reproductions, 10,000 photographs available to public; member of staff writes articles for two local newspapers weekly; publishes general handbook, handbook of paintings, and other guides and catalogs; weekly bulletin from October to June.

CITY ART MUSEUM, Forest Park, St. Louis, Mo., Meyric R. Rogers, *dir.*

Maintains museum hours for adults; guidance service on request; staff available for lectures to clubs and societies; lending collection of 1,860 slides, 850 photographs; reference library of 6,000 volumes; publishes quarterly bulletin and annual report.

SOCIETY OF LIBERAL ARTS, Joslyn Memorial, Omaha, Nebr., Paul H. Grummann, *dir.*

Society has taken over Art Institute of Omaha; courses in dramatic art and interior decorating; demonstrations of various forms of art; lectures by prominent speakers on variety of subjects; special lectures on graphic arts, music, and drama arranged for groups and clubs, library of 1,232 volumes; post card file of art subjects; biographical file of contemporary artists; 4,497 lantern slides, 2,000 mounted photographs, and 658 color prints, mounted and cataloged; available for circulation.

MONTCLAIR ART MUSEUM, Bloomfield and So. Mountain Aves., Montclair, N. J., Mary Cooke Swarthout, *dir.*

Free lectures for adults and children on permanent collection, current exhibitions, and on various aspects of art; weekly classes in painting, drawing, and modeling; Sunday afternoon musicales; art supervisors of Montclair and surrounding towns meet at Museum four times a year; reference library and photograph collection; lending collection of pictures, clippings, and Indian material; articles in local newspapers (at least twice weekly) and in metropolitan papers; some paid publicity in local newspaper once a week; publishes catalogs of monthly exhibitions.

NEWARK MUSEUM ASSOCIATION, 49 Washington St., Newark, N. J., Beatrice Winsor, *dir.*

Staff members and outside speakers give guidance, extramural and gallery lectures to groups on request; museum training class; weekly radio talks; lending collection of 9,000 objects relating to geography, history, science, literature, industry; study collections of paintings, lace, textiles, minerals, shells, birds' eggs, insects; herbarium; news releases weekly to local and other newspapers.

SCHOOL OF AMERICAN RESEARCH, Santa Fe, N. M., Edgar L. Hewett, *dir.*

Conducts Museum of New Mexico which is developing local museums in important towns in state in cooperation with local authorities, and establishing field museums at sites of its excavations; gallery lectures; guide service on request, library of 2,000 volumes, 2,000 lantern slides, 1,000 photographs; publishes *El Palacio* (weekly), and *Digs*.

BROOKLYN BOTANIC GARDEN, Brooklyn, N. Y., C. Stuart Gager, *dir.*

Department of Brooklyn Institute of Arts and Sciences; adult education program consists of dissemination of a knowledge of plants, classes and lectures at Garden, lectures at schools, garden clubs, etc.; broadcasts regularly; lends lantern slides accompanied by lecture texts to schools and other groups; provides docentry service, maintains Bureau of Public Information; issues many publications (list on request).

BROOKLYN MUSEUM, BROOKLYN INSTITUTE OF ARTS AND SCIENCES, Eastern Parkway, Brooklyn, N. Y., William Henry Fox, *dir.*

Lectures on art and science by staff members and invited speakers; museum

courses for teachers and museum members; classes in blockprinting (for Museum members) and weaving; gallery talks and guidance on request; special weekly gallery tours for United States service men; talks on textiles, design, etc., for store workers on request; reference library of 24,000 volumes, lending collection of 12,000 lantern slides, publishes *Museum Quarterly* and announcement bulletins.

ALBRIGHT ART GALLERY, Delaware Park, Buffalo, N. Y., Gordon B. Washburn, *dir.*

Courses on sculpture, painting, prints, and architecture; cooperates with twenty-five women's clubs in Buffalo and many other clubs on Niagara frontier by offering lectures in gallery or club rooms; broadcasts over local radio stations, synchronizing talks with publicity in rotogravure section of local newspaper; traveling exhibitions throughout the year; publishes catalogs of transient exhibitions and leaflets describing permanent exhibitions.

BUFFALO SOCIETY OF NATURAL SCIENCES, Buffalo Museum of Science, Humboldt Park, Buffalo, N. Y., Charles J. Fish, *dir.*, Chauncey J. Hamlin, *pres.*

Public lectures on science, travel, gardening, and music, fall, winter, and spring evening courses in science for adults, in cooperation with board of education and State Teachers College; museum training course; scientific symposia; hobby clubs for groups wishing to study special subjects; motion pictures, garden center; three model gardens, service for handicapped, radio talks, mostly over remote control stations; two libraries (research library, regular library and reading room) open to public; lending collection of over

1,000 microscopic slides, 70,000 lantern slides, and 10,000 mounted pictures; in cooperation with New York State Museum and affiliated with University of Buffalo, conducts Allegany School of Natural History, and summer camp in Allegany State Park for members, extensive publicity program, including preparation of material for local newspapers, distribution of material to national publications, preparation of posters, etc.; publishes magazine, *The Evening Sky, Hobbies*, scientific bulletin, annual report, pamphlet series, miscellaneous leaflets, and catalogs.

AMERICAN MUSEUM OF NATURAL HISTORY, 77th St. and Central Park West, New York, N. Y., George H. Sherwood, *dir.*

Popular lectures for the public and for special groups; classes for the blind; guide service; courses for teachers in cooperation with New York University, College of the City of New York, and Teachers College, Columbia University; two series of radio broadcasts, lending library of 75,000 films; motion picture collection of 900 reels, library of 103,000 volumes open to public; lending collection of specimens and habitat groups; local, state, and nation-wide publicity; general guide to museum, guide for collections; publishes leaflets on special subjects such as nature study, anthropology, natural history, etc.

THE METROPOLITAN MUSEUM OF ART, Fifth Ave. and 82nd St., New York, N. Y., Herbert Eustis Winlock, *dir.*

Free lectures and gallery talks; special courses of lectures for deaf, public school teachers, employees of stores, and manufacturers; special lectures arranged when visiting lecturers of note available; study rooms for accommodation of students wishing to make study of

special subjects under direction of members of departmental staff; active cooperation with manufacturers, dealers, designers, etc., through Department of Industrial Relations; radio broadcasts; motion pictures; reference library of 72,400 volumes, 122,500 photographs on art and related subjects; lending collection of paintings, motion picture films, color reproductions, Japanese prints, facsimiles of famous etchings, textiles, casts, maps, charts, electrotypes reproductions of ancient coins; 58,000 lantern slides, and 15,000 photographs; monthly meetings with representatives of press; special notices distributed between meetings, publishes handbooks, catalogs, and leaflets.

MUSEUM OF THE CITY OF NEW YORK, Fifth Ave. at 103rd and 104th Sts., New York, N. Y., Hardinge Scholle, *dir.*

Gallery talks; free Sunday lectures; course on museum methods in social studies; trips to points of historic and civic interest; auditorium open to organizations interested in historical development of City of New York; guide service on request; library of 600 volumes; publishes news of activities in newspapers, art magazines.

CINCINNATI ART MUSEUM, Eden Park, Cincinnati, Ohio, Walter H. Siple, *dir.*

Gallery talks; special lectures arranged for clubs on request; courses of lectures on art appreciation, principles of design, development of furniture, interior decoration, history of prints, history of paintings; weekly radio broadcasts; lending collection of 7,000 slides, 13,000 photographs and reproductions; weekly articles in local newspapers by local critics; notices and articles by staff frequently published.

THE CLEVELAND MUSEUM OF ART,
East Boulevard, Wade Park, Cleve-
land, Ohio, William M. Milliken,
dir.

Lectures by staff members and invited speakers; courses and gallery talks by staff members, some for university credit; organ recitals, concerts and lectures conducted by Department of Musical Arts; cooperates with schools, libraries, women's clubs, men's clubs, etc.; guide service; broadcasts weekly radio talk; lending collection of 28,200 slides, 17,600 photographs and many originals and reproductions of works of art; reference library of 11,600 volumes; publicity in local newspapers; publishes annual reports and bulletin.

CLEVELAND MUSEUM OF NATURAL
HISTORY, 2717 Euclid Ave., Cleve-
land, Ohio, Harold L. Madison, *dir.*

Loan exhibits at main and branch libraries; fall and winter program of Sunday afternoon lectures; staff members available as speakers for organizations; lending collection of 3,000 slides; reference library of 13,000 books and pamphlets; publishes popular leaflets on natural history; notices of activities in local newspapers.

TOLEDO MUSEUM OF ART, Monroe St.
at Scottwood Ave., Toledo, Ohio,
Blake-More Godwin, *dir.*

Lectures on art history, art and music appreciation; Sunday concerts; gallery talks; guidance on request; library of 8,000 volumes, 9,000 lantern slides; large file of clippings; staff members available for talks at parent-teacher meetings, clubs, schools, etc.; classes in art; publicity in local newspapers; publishes *Museum News* and *Children's Museum News*.

ACADEMY OF NATURAL SCIENCES OF
PHILADELPHIA, Logan Square, Phila-
delphia, Pa., Charles M. B. Cadwal-
ader, *man. dir.*

Course of free illustrated lectures; reference library of 120,000 volumes; news of activities in local newspapers; publishes yearbook and proceedings.

THE COMMERCIAL MUSEUM, 34th St.
below Spruce St., Philadelphia, Pa.,
F. M. Huntington-Wilson, *dir.*

Popular lectures on Saturday after-
noons; guidance on request; gallery lec-
tures to groups on request; special in-
formation on commerce, products, and
industries especially for business men;
courses of instruction for teachers in
service; lending collections of 50,000
slides, 70,000 photographs, several hun-
dred samples of commercial products
and raw materials; library of 56,000
books, 126,500 pamphlets; maintains
Foreign Trade Bureau.

THE PENNSYLVANIA MUSEUM OF ART,
Fairmount Park, Philadelphia, Pa.,
Fiske Kimball, *dir.*

Lectures by members of staff and in-
vited speakers; guide service on request;
School of Industrial Art offers day and
evening classes; study classes; staff mem-
bers occasionally available for lectures
to local clubs; lending collection of
24,000 photographs and 2,300 slides;
reference library of 12,000 volumes and
3,000 pamphlets; news of activities in
local newspapers; publishes bulletin and
annual reports, catalogs of special ex-
hibitions.

THE UNIVERSITY MUSEUM, University
of Pennsylvania, 33d and Spruce
Sts., Philadelphia, Pa., Horace H. F.
Jayne, *dir.*

Public lectures on archaeological and
ethnological exploration on Saturday

afternoons; special instruction for classes by arrangement with educational department; lending collection of 2,400 lantern slides; reference library of 14,000 volumes on archaeology, anthropology and art; publishes *The Museum Journal* (quarterly), and *The University Museum Bulletin* (semi-monthly).

CARNEGIE INSTITUTE, Department of Fine Arts, 4400 Forbes St., Pittsburgh, Pa., Homer Saint-Gaudens, *dir.*

Public lectures; gallery talks during international exhibition of paintings; gallery talks on request; guidance on request; lending collection of 8,000 slides, 3,000 photographs; reference library of 12,000 volumes in fine arts division of Carnegie Library; news of activities in local newspapers; publishes annual report.

CARNEGIE MUSEUM, 4400 Forbes St., Pittsburgh, Pa., Andrey Avinoff, *dir.*

Courses of lectures on natural history, explorations, expeditions, occasionally on ethnography, astronomy, and history; guidance on request; radio talks; lectures to clubs, school teachers, and civic groups; extends facilities for meetings of Botanical Society, Isaak Walton League, Naturalists Club, etc.; library of 14,000 volumes and 46,000 pamphlets open to public.

MILWAUKEE ART INSTITUTE, 772 No. Jefferson St., Milwaukee, Wisc., Alfred G. Pelikan, *dir.*

Weekly lectures for adults; gallery tours, with exhibitions explained by local and visiting artists; courses for members of Institute and special groups such as teachers and members of parent-teacher association; sponsors women's sketch and painting class and men's sketch class; radio broadcasts; lending library of slides and prints.

MILWAUKEE PUBLIC MUSEUM, Wisconsin Ave., Milwaukee, Wisc., Samuel Alfred Barrett, *dir.*

Annual course of 21 lectures (travel, exploration, science, etc.); annual course of mid-week lectures of popular interest by Museum staff; annual series of seminar courses in anthropology, natural sciences, and industry by Museum staff; field excursions for direct nature study; lectures by staff members to societies, schools, clubs, lodges, etc., anywhere in county; general guidance service to visitors; special guidance to groups on request; lending collection of 140,000 lantern slides, 376 reels of films, natural history, and anthropological specimens; special meeting hall assigned as headquarters for numerous veteran and patriotic societies; meeting room assigned for meetings of societies of public nature, such as teacher associations, archaeological, astronomical, horticultural, philatelic societies, amateur radio clubs, etc.; use of lecture hall granted for annual courses in first aid, fire prevention, school for foremen, etc.

See also the following organization listed under National Organizations:

THE AMERICAN ASSOCIATION OF MUSEUMS

Also the following related articles:

THE ARTS IN ADULT EDUCATION, p. 33.

MUSIC IN ADULT EDUCATION, p. 115.

READING LIST

Coleman, L. V. Recent Progress and Condition of Museums. Chap. XXII, Biennial Survey of Education in the United States 1928-1930. United States Office of Education, Bulletin 1931, No. 20. 34 p.

Part I contains statistics of public

museums; part II, statistics of university, college and school museums; part III, the number of museums; part IV, comparison of state and regional development, part V, trends in museum work; outdoor museums; branch museums; museums in small communities; progress in exhibition; museum instruction; public relations; national and international work.

Handbook of American Museums.

Washington, D. C. The American Association of Museums. 1932. 779 p.

Memorandum on the Possibility of Increased Cooperation between Public Museums and Public Educational

Institutions. London, Board of Education, Educational Pamphlets, No. 87. 1931. 46 p.

Present and past conditions in England, examples of cooperation from the United States and other countries; discusses museum's part in the adult education movement.

Rea, P. M. The Museum and the Community. Lancaster, Pa., Science Press, 1932. 259 p.

Describes fundamental laws that govern the relations between museums and their communities. Analyzes the history, facilities, and attainments of many individual museums.

MUSIC IN ADULT EDUCATION

In every art, any activity through which a person comes to an appreciation of excellence and beauty is educative. If all the adult activities in the field of music meeting this definition of "educative" could be represented here, the larger proportion of them would be found outside the purely educational institutions, in the increasing number of good amateur choral, orchestral, and chamber music groups and bands, as well as among thoughtful listeners and readers in homes, churches, concert halls, clubs, and community centers. Throughout the country there is an increasing though still small number of groups of amateurs meeting in homes and clubs to perform fine music intelligently, without thought of giving a concert. The number of amateur orchestras in churches, clubs, recreation centers, evening schools, and communities playing excellent music is also increasing. National music associations are publishing inexpensive bulletins, handbooks, and study courses for the use of interested clubs and other groups. In Buffalo and other cities, large numbers of people have been attracted to free "evenings of music" in public school buildings, at which the time is divided between brief musical, dance, and dramatic performances by special groups, and general singing by the audience. These occasions, while designed for immediate pleasure, are intended also to arouse the desire for further expression or growth in music or in other educative kinds of activity that the school does or might offer. In New York's "Little Italy," for example, such an evening of music attracted to a public school building a great many people who had hitherto shown no interest whatever in the other educational activities being offered there for adults.

Talks on the music of forthcoming concerts, offered as a part of university or school courses, of the education work of an art museum, or by private individuals or societies, to prepare for intelligent listening, are especially helpful because of their early application. In this field the work of graduates of the Juilliard Graduate School of Music, described below, is especially noteworthy. The explanatory talks being broadcast during the intermission of the New York Philharmonic Orchestra and as a part of several other programs on national "chains" and local radio stations are also helping to cultivate an appreciation of good music in America.

University extension departments have included music in their curricula since 1915, but A. L. Hall-Quest reports in *The University Afield*, that of 3,427 courses in extension classes given by 47 colleges and universities in 1923-24 only 88—two per cent—were music courses. Of 4,154 correspondence courses only 63—one per cent—were in music. The largest number of university music classes for adults is in music appreciation, with courses in the history of music, harmony, and voice production also appearing frequently in the curricula. The average number reported enrolled in university extension classes in music in 1932-33 was 27, a smaller number than in previous years. Columbia University, the University of Oregon, and the Massachusetts Department of Education foster adult extension choruses. Only 4 colleges and universities have correspondence courses in music appreciation; 15, in addition, teach harmony, and 11 offer courses in the history of music.

It has been commonly assumed that the learning of skills in instrumental music is not for adults, but the results obtained in many schools have disproved this theory. Twenty-six music school settlements and similar schools in 1932-33 were giving piano instruction to 546 adults, of whom by far the largest proportion, 409, were between the ages of eighteen and twenty-five, and 120 were nearer the age of forty. The fees per lesson ranged from twenty-five cents to two dollars. Eighteen schools offered instruction to 274 adults in violin, viola, and violoncello. In one school 6 men over sixty were receiving instruction in either orchestra or band instruments, but in the 11 schools offering lessons in those instruments the total number of adult pupils was only 81. Eighteen music school settlements have adult orchestras of from 4 to 50 members, 23 schools offer vocal instruction to adults, and 6 schools offer courses in music appreciation.

In several states modest but often avidly pursued projects of music study have been instituted in rural women's clubs and in some granges. These projects are often determined upon and presented to the clubs by the state and county home demonstration agents, under the leadership of an instructor in the state college music department or, in some states, of a representative of the National Recreation Association. In some instances the club members chosen as music leaders are responsible for presenting the music projects for each month and an annual institute is held for these leaders in several states during the farm and home convention or at another convenient meeting. Club music projects usually call for familiarity with certain songs and instrumental compositions and for information about them and their composers. In a number of the Middle Western and Far Western states broadcasting stations are

used for the presentation of the music with which the club members are becoming familiar. The most outstanding choral development in rural communities is being conducted in centers of the Delaware State Division of Adult Education (see note following this article). Farm bureaus and clubs of farm women in several states have been responsible for the formation of county choruses and small vocal groups, some of the leaders of which have had some guidance from a college music instructor or other expert at an institute held in connection with the state or county farmers' meeting. Rural districts have not overlooked the furthering of instrumental music. In Iowa, for example, the State College Extension Service, the Farm Bureau Federation, and the *Des Moines Register and Tribune* have cooperated in encouraging and helping adults to form family and community orchestras.

Provision for continuing into adult life the orchestral playing that is being cultivated so effectively in many high schools is one of the greatest musical needs and opportunities confronting adult education agencies. The organization of adult amateur orchestras and bands is the most obvious means of making that provision, but another way that has some virtues lacking in the more formal, concert-giving organizations is the development of chamber music societies. Cleveland College and the University of Minnesota each invites townspeople to a course, necessarily quite informal, in "ensemble playing." The Westchester County (New York) Recreation Commission has established a County Chamber Music Society of about one hundred amateurs. The program is described below.

Most of the innumerable bands in cities, towns, and hamlets throughout the country can not now be regarded as musically educational, though they are potentially so. Many are connected with clubs, industrial establishments, or municipal police or fire departments, and others belong to the community or neighborhood. But the degree of skill being developed in an increasing number of high school bands, and the efforts of the American Bandmasters' Association to raise the standards for adult bands, are together likely to produce educational results among band players.

It is impossible in this brief statement to do justice to the hundreds of choruses and choirs in churches, women's clubs, music clubs, Young Men's and Women's Christian and Hebrew Associations, parent-teacher associations, recreation centers, industrial establishments, and elsewhere. While many of them, it is true, are by the character of their choice and performance of music not to be regarded as educational, forces now at

work give promise of higher standards. Among these are the excellent choruses that have been heard in many of our cities and over the radio which are likely to be emulated; the conventions of national organizations of musicians and persons interested in music, which attract members from all parts of the country and give opportunity to present excellent choruses as models; the remarkable choruses of high school students heard at conventions of the school music teachers which set standards not only for those teachers but also for adult choruses in their own and nearby communities; the college glee clubs singing excellent music with fine skill that is not only influencing those who hear them, but that is also preparing their own members to seek equally good singing in their respective communities after graduation.

A complete report of music in adult education should take into account the training of leaders in such courses in choral and orchestral conducting as are given by the extension divisions of Columbia and the Universities of Minnesota and Oregon, by some of the music schools, and by the better of the brief "leader-training institutes" given by university extension divisions and the National Recreation Association. Further realization of the full human value of adult musical resources in our homes, churches, and communities, still only rarely achieved, depends mainly on the provision of more good music leaders and teachers of adults.

—AUGUSTUS D. ZANZIG, *Music Service*,
National Recreation Association.

Programs of some of the institutions and organizations offering instruction to adults in music are listed below. The list is arranged alphabetically by state and city.

DIVISION OF MUSIC EDUCATION, Dover,
Del., Glenn Gildersleeve, *dir.*

In 1932-33, 1,200 of the 3,500 men and women participating in rural adult education in Delaware were in music groups meeting in 29 different communities, studying simple choral music; classes composed of ministers, lawyers, teachers, farmers, housewives, clerks, mechanics, barbers, and laborers from 18 to 25 years old, ranging from illiterates to college graduates; annual festival given in each county at close of school year.

MUSIC DEPARTMENT, South End House,
20 Union Park, Boston, Mass., Amy
Marcy Eaton, *dir. of social music*.

Senior chorus of from 15 to 20 adults, ranging in age from 18 to 70, meeting weekly under supervision of director to sing folk songs, classical music, etc.; Music Lovers' Club meets regularly to listen to music played by members of club, by the director or a visiting musician and to read books on music; formal Sunday afternoon musicals held once a month; attempting through annual Music Week Festival

to make neighborhood music conscious, to raise standard of music sung, and to perfect productions.

BUXTON COUNTRY DAY SCHOOL, Short Hills, N. J., Theodora Perrine, *dir.*

Formation of children's orchestra stimulated formation of orchestra of thirty parents, few of whom had ever played an instrument; parents' orchestra depends almost entirely on class instruction given chiefly at orchestra rehearsals, usually play simple dances of Bach and Handel.

JUILLIARD MUSICAL FOUNDATION, 60 Liberty St., New York, N. Y., Eugene A. Noble, *sec.*

Commissions annually a number of graduates of Juilliard Graduate School of Music to establish music centers in various communities in cooperation with local persons; graduates give lectures or courses in music appreciation, and assist in supporting already existing series of concerts or operas; for further information see Toledo Museum of Art, below.

NEW SCHOOL FOR SOCIAL RESEARCH, 66 W. 12th St., New York, N. Y., Henry Howell, *in charge, music courses.*

Evening courses on the place of music in society, philosophy and music, appreciation of modern music, comparison of musical systems of the world; for further information about program of School, see p. 220.

THE PEOPLE'S CHORUS OF NEW YORK, INC., 41 E. 42nd St., New York, N. Y., L. Camilieri, *conductor.*

Aims to give people opportunity to learn to read music more fluently, to enable them to sing more artistically, and to present best choral works; holds three choral meetings weekly which in-

clude instruction in sight-reading, practice in reading and singing music fluently, voice culture, study of part songs, and selections of best vocal compositions; conductor composes sight-singing lessons to meet practical needs of each meeting and distributes copies free of charge; members give concerts and festivals during each season, featuring results of their work.

WESTCHESTER COUNTY RECREATION COMMISSION, County Chamber Music Society, White Plains, N. Y.

County Chamber Music Society of about fifty amateurs, all competent players, meets monthly to hear an especially coached and practiced string quartet of members play one or more works, in which all join immediately afterwards; holds annual choir festival enlisting 21 secular choruses, a symphony orchestra, and soloists; for further information about program of Commission, see p. 192.

PUBLIC RECREATION COMMITTEE OF CINCINNATI, Cincinnati, Ohio, Harry F. Glorie, *supv. of music.*

Instruction given in vocal and instrumental ensemble music; seven community orchestras, one non-professional symphonic orchestra (Cincinnati Civic Orchestral Society), adult choruses, both white and Negro; 1,252 students participating in program.

TOLEDO MUSEUM OF ART, Toledo, Ohio, Mary Van Doren, *head of music dept.*

For two years museum has included in educational program musical activities sponsored by Juilliard Musical Foundation, and directed by Juilliard representative; offers courses in music appreciation (attended in 1931-32 by 2,427 adults) where representative compositions are performed and discussed,

the object being to learn to listen; gives special evening recitals, presenting selected musical literature prefaced by explanatory remarks; annual series of concerts by internationally known musicians each preceded by a talk on the program; Sunday afternoon concerts by Toledo musicians also given; weekly recital-lecture broadcast from museum's studio by head of music department; for further information about Museum, see article, Museums in Adult Education.

PITTSBURGH PUBLIC SCHOOLS, Pittsburgh, Pa., Coit R. Hoechst, *dir. extension education*.

Class instruction in singing given for adults in three high school buildings and two elementary schools, classes in orchestra in three evening high schools, total enrollment, 90; classes meet weekly for 24 sessions during fall and winter; total enrollment 134; for further information see p. 172.

The following colleges are among those offering extension courses in music. This list is arranged alphabetically by name of institution. For information concerning the general extension programs of these institutions, see University Extension, p. 254.

UNIVERSITY OF CALIFORNIA, Department of Music, Extension Division, 301 California Hall, Berkeley, Calif., Leon J. Richardson, *dir.*

Courses offered since 1920 in appreciation and history of music, harmony, composition, voice production, piano, organ, violin, choral singing, orchestra playing, public school music, and courses in presenting musicales in schools, holds classes in extension centers throughout state; total enrollment, all classes since 1920, approximately 3,600.

UNIVERSITY OF CHICAGO, Department of Music, Chicago, Ill., Carl Bricken, *chmn.*

Extension work in history and appreciation of music begun in spring, 1933; plans to add more extension courses in history, appreciation, and other subjects.

COLUMBIA UNIVERSITY, Department of Music, Extension Division, New York, N. Y., Bassett W. Hough, *dir.*

Courses in music appreciation, history, harmony, instruction in organ,

violin and piano, elementary theory, choral singing, and in orchestra conducting (since 1931); total enrollment of over 250 students participates in extension program in music annually; courses offered in New York City, Newark, Brooklyn.

UNIVERSITY OF DENVER, Music Department, Extension Division, Denver, Colo., Horace W. Tureman, *dir.*

Courses in appreciation, history, elementary theory, and orchestra playing; approximately sixty students enrolled in courses each year.

UNIVERSITY OF FLORIDA, Department of Music, Extension Division, Gainesville, Fla., Marguerite Porter, *dir.*

Courses in elementary theory and public school music in extension centers throughout state.

INDIANA UNIVERSITY, School of Music, Extension Classes, Bloomington, Ind., B. Winfred Merrill, *dean*.

Correspondence courses in music since 1912 with total enrollment of 252.

courses in methods of teaching offered since 1912 (enrollment 140); extension class work given since 1915; holds classes in Indianapolis and Fort Wayne in history, harmony, appreciation (utilizing radio and other concerts), history of opera, public school music, short courses in music club leadership, and in nineteenth century opera; cooperates in publishing *Music Bulletin* of the Federation of Music Clubs.

IOWA STATE COLLEGE OF AGRICULTURE, Extension Service, Ames, Iowa, W. H. Stacy, *ext. sociologist*.

Farm women participating in statewide music projects which include performance of folk songs and folk dancing; Iowa Farm Bureau chorus, started in 1931, now in fourth year with 77 township groups in 20 counties having township choruses during 1932-33; plans announced for first quartette contest for mixed voices, third farm women's quartet contest, and seventh Iowa farmers' male quartet contest, to be conducted during annual convention of Iowa Farm Bureau Federation, January, 1934; according to 1932 annual report of state county agriculture agents, township community meetings throughout state giving attention to the development of music; yearly contest for small rural orchestras, in cooperation with Iowa Farm Bureau Federation and *Des Moines Register and Tribune*, for purpose of encouraging small new community orchestras, emphasizing other possibilities of music in family groups by recognizing best family orchestras, and stimulating participation in music as demonstrated by rural community orchestras; contest limited to orchestras having not more than 20 players, 90 percent of whom must be Farm Bureau members and living on farms.

THE COMMONWEALTH OF MASSACHUSETTS, Music Department, Division of University Extension, Department of Education, State House, Boston, Mass., James A. Moyer, *dir.*

Courses in field of music since 1922; during 1932-33 gave courses throughout state in extension centers in appreciation of music, piano playing, use of the singing voice, narration in music; correspondence course in appreciation of music; 169 students in Boston enrolled in course on the appreciation of symphonies based on programs of concerts by the Boston Symphony Orchestra; total of over 16,000 students have participated in extension program in music.

UNIVERSITY OF MICHIGAN, Department of Music, Division of University Extension, Ann Arbor, Mich., W. D. Henderson, *dir.*

Offered in 1932-33 in Pontiac, Michigan, extension course in contrapuntal and chromatic dictation in which students wrote from dictation through pianoforte two or three part counterpoint and four part chromatic harmony; also practiced sight singing.

UNIVERSITY OF MINNESOTA, Department of Music, General Extension Division, Minneapolis, Minn., Richard R. Price, *dir.*

Courses since 1925 in appreciation, harmony, counterpoint, choral and orchestral conducting, and ensemble playing; total annual enrollment over 75.

NEW YORK UNIVERSITY, Department of Music, University Extension Division, Washington Square East, New York, N. Y., Paul A. McGhee, *ex. sec.*

Courses in music appreciation and history since 1928; annual enrollment,

50; courses offered in New York City only.

UNIVERSITY OF OKLAHOMA, Music Department, Extension Division, Norman, Okla., Louis B. Fritts, *dir.*

Courses in history and appreciation of music, harmony, and composition; approximately 50 students enrolled in courses annually; all classes held in Oklahoma City.

OREGON STATE SYSTEM OF HIGHER EDUCATION, Department of Music, Portland Extension Center, Eugene, Ore., Frederick W. Goodrich, *dir.*

Since 1917 Portland Extension Center has offered from time to time courses in appreciation of music, history, harmony, composition, sight singing, elementary theory, form and analysis, choral singing, choral and orchestral directing, pianoforte literature, and public school music methods.

WASHINGTON UNIVERSITY, Department of Music, Extension Division, St. Louis, Mo., Ernest R. Kroeger, *dir.*

Classes held in St. Louis and East St. Louis in appreciation, history, harmony, and aesthetics; approximately 30 students enrolled annually.

CLEVELAND COLLEGE OF WESTERN RESERVE UNIVERSITY, Department of Music, Extension Division, Cleveland, Ohio, A. Caswell Ellis, *dir.*

Courses in music appreciation, conducting and score-reading, orchestral playing, choral singing, fundamental music technique, and chamber music; informal course in ensemble playing with registration of 17, 1932-33; total registration, 1932-33, 1,286.

UNIVERSITY OF WISCONSIN, Department of Music, University Extension Division, Madison, Wisc., Chester D. Snell, *dean.*

Courses in introduction to music, harmony, theory and practice of grade school music, history of music, community music, and counterpoint.

See also the following organizations listed under National Organizations:

AMERICAN ACADEMY OF TEACHERS OF SINGING

AMERICAN GUILD OF ORGANISTS, INC. CHAUTAUQUA INSTITUTION

GENERAL FEDERATION OF WOMEN'S CLUBS

MUSIC SUPERVISORS NATIONAL CONFERENCE

NATIONAL BUREAU FOR THE ADVANCEMENT OF MUSIC

NATIONAL COUNCIL OF JEWISH WOMEN NATIONAL FEDERATION OF MUSIC CLUBS

NATIONAL MUSIC LEAGUE

NATIONAL RECREATION ASSOCIATION

See also the following notes:

BROOKLYN MUSEUM, p. 110.

CLEVELAND MUSEUM OF ART, p. 112.

DETROIT INSTITUTE OF ARTS, p. 109.

METROPOLITAN MUSEUM OF ART, p. 111.

Also the following articles:

ADULT EDUCATION IN SETTLEMENTS, p. 203.

THE PLACE OF RECREATION IN ADULT EDUCATION, p. 185.

UNIVERSITY EXTENSION, p. 254.

READING LIST

Clark, Kenneth S. Municipal Aid to Music in America. National Bureau for the Advancement of Music, 1925. 297 p.

An exposition and analysis of the findings in a national survey. Geographic listings from local reports included.

Clark, Kenneth S. Music in Industry. National Bureau for the Advancement of Music, 1929. 383 p.

A presentation of facts brought forth by a national survey on musical activities among industrial and commercial workers. Includes geographic listing of excerpts from reports.

Zanzig, A. D. Music in American Life, Present and Future. Oxford University Press, 1932. 560 p.

The result of two years' intensive survey of musical activities in all parts of the United States, undertaken for the National Recreation Association. The book contains a seven-page chapter devoted to music in adult education in which are restated the opportunities for adults to engage in music-making.

ADULT EDUCATION FOR NEGROES

Adult education for Negroes, even in the days of prosperity, did not keep pace with adult education for whites and during the present economic crisis many of the projects initiated within the last decade have ceased to function altogether. The budgets for tax-supported evening schools for Negroes have been drastically cut, and many of the schools have been forced to curtail their work and in some instances to close. Appropriations for Negro libraries and for social service organizations have been very small.

It is fortunate that the Agricultural Extension System, which reaches the large Negro population in rural districts in the South, has been able to continue its work. In fifteen states, most of them in the South, agricultural and home demonstration agents are at work helping hundreds of thousands of Negroes to increase their crops, to raise better cattle, to improve their homes and generally to raise their standard of living. The farmer receives instruction in agronomy, animal husbandry, poultry raising, dairying, animal diseases, horticulture, plant pathology, agricultural engineering, farm management, and marketing; his wife is taught the principles of health and sanitation, the best methods of food preparation and preservation, child care, and household arts.

According to a recent report of the United States Department of Agriculture, "the Negro farm family delights in a practical application of subject matter, whether it is mixing fertilizer, adjusting a plow, pruning trees, making rugs, or framing pictures." The movable school, a truck equipped for demonstration purposes, has proved a very successful means of stimulating interest among groups of farmers.

Another instrument for the education of colored adults in the rural South is the church. According to the *Social Work Year Book* "the agency used chiefly and most effectively by the Negro of the masses to solve his own problems has been the Negro church. The church was the Negro's first social settlement or community center. Even today, where it does not boast a formal settlement program, it supplies much of the recreational and leisure-time service of the Negro community." In many of the smaller churches the ministers frequently do not have the equivalent of even a high school education, and ill-equipped though

they may be these men are expected to serve as teachers and community leaders, as well as spiritual advisers, to their people. Many of the Negro normal schools and colleges, seeing the necessity for offering these ministers an opportunity for more thorough training, have provided summer institutes, where members of the regular staff give courses in religious and secular subjects and where those with little formal education may benefit by coming in contact with their better-prepared brothers.

Experiments in adult education for the urban Negro are being carried on in two urban centers—the Harlem district in New York City, and Atlanta, in the South. Both experiments are under the auspices of the American Association for Adult Education and both are being conducted from a public library base, with the cooperation of national and local organizations and institutions interested in adult education. Readers' advisory service and bibliographical service are given, and adult education classes for the study of social, economic, educational and racial subjects are formed. Details of the organization and program of the experiments are given below. Alain Locke, Professor of Philosophy at Howard University, appraising the Harlem experiment, says, "The experience thus far seems to show that there is a specially strong motivation in the racial appeal and interest, and that profitable advantage should be taken of it. It is planned in Harlem to emphasize boldly and without apology the racial and local themes and interests. Instead of being, as might be expected, an isolating and limiting influence, the racial sides of the program have proved to be of considerable inter-racial appeal, and have brought larger numbers of both races into helpful and natural contact with each other than was possible in any other way."

During the summer of 1931 an Opportunity School for colored students was held at Seneca Junior College, Seneca, South Carolina, for adults of limited education. The fifty-five students who attended the four weeks' school came chiefly from rural communities where illiteracy predominated. The average age of the group was 38, and the average amount of schooling was seven months. On entering, the group was given intelligence and literacy tests and the students were then divided into five classes, according to ability, ranging from illiterates to those whose average formal schooling covered a period of nine months. Class work for all students included a study of reading, spelling, writing, and arithmetic. At the close of the term, when the intelligence and literacy tests given the students on entering were repeated, it was found that in four weeks' time the group had an average gain equivalent to 3.4 months of public school progress in silent reading, writing, arithmetic,

and spelling. Unfortunately, this school has been unable to continue because of financial conditions.

D. R.

There are many national, state and community organizations conducting adult education programs for Negroes. The following list has been compiled from information in the files of the American Association for Adult Education and from suggestions made by a number of Negro educators. It is by no means complete, but an effort has been made to include representative organizations. The list is arranged alphabetically by state and city.

FEDERATION OF PARENT-TEACHER ASSOCIATIONS, Douglass School, First and Pierce Sts., N.W., Washington, D. C., Edyth A. Lyons, *sec.*, 1833 S St., N.W.

Conducted during past year training class for study and discussion group leaders, attended by about 40 members of Federation; program included lectures and discussion of organization of individual groups and technique of leadership, together with practice by individual members in leading group discussion.

ATLANTA ADULT EDUCATION EXPERIMENT AMONG NEGROES, Auburn Branch Carnegie Library, Atlanta, Ga., Mae C. Hawes, *dir.*

Director works with sponsoring committee of college presidents, librarians and business men, both white and colored, making contacts with individuals and groups in effort to promote adult education among Negroes; Auburn Branch Carnegie Library, physical base for experiment, cooperates in offering information service and readers' advisory service, program helps, compiling bibliographies; library also has prepared traveling exhibit of over 150 books by or about the Negro; in addition to working with established groups, such as the Parent-Teacher Association, the Federated Women's Clubs, etc., committee has organized and sponsored

following groups: 103 church women who are studying modern problems as they concern women; 200 public school and college teachers, studying international, educational, and social problems; ministers' group; group studying economics; family relations group; citizenship group in cooperation with League for Industrial Democracy attended by over 400 persons of different races; Citizenship School, in cooperation with the National Association for the Advancement of Colored People; combats illiteracy through cooperation with night schools; in connection with Education Department of Atlanta University endeavors to create suitable elementary literature for adults, assists literary clubs of city by giving program suggestions and by supplying books and other material from library collection; financed by Rosenwald Fund and by Carnegie Corporation of New York upon recommendation of American Association for Adult Education.

STATE OF NEW JERSEY, Manual Training School, Bordentown, N. J., W. K. Valentine, *prim.*

Adult education program has been planned to help Negro population of New Jersey (200,000) adjust itself to social and industrial plan of state; encourages local interest in drama and music through the sponsorship of dramatic and choral clubs; encourages community organization for adult edu-

cation by holding annual conferences of ministers, parents, farmers, church missionaries, industrial workers, Y.M.C.A. secretaries, etc., for discussion of educational problems, and by taking active part in programs of state organizations affecting Negro welfare; organizes and conducts meetings throughout state for discussion of vocational planning among adults, emphasizing need for improved training of Negro workers.

HARLEM ADULT EDUCATION EXPERIMENT AMONG NEGROES, Harlem Adult Education Committee, New York Public Library—135th St. Branch, New York, N. Y., Ernestine Rose, *dir.*

Adult education experiment for Negroes being conducted under direction of committee made up of both races, representing institutions and organizations interested in "stimulating adult minds to a greater desire for knowledge and the preparation for a fuller life"; maintains special readers' advisory service where outlines for study of any subject and systematic courses of reading are compiled on request for groups and individuals; attempts to supplement programs of other organizations with adult education programs; makes available information about educational opportunities in city open to adults from file of courses and schools; sponsors program of lectures, discussion groups, forums, including: Forum on World Affairs, attendance, 9,780; Family Relations Institute, attendance, 250; Health Rally, attendance, 60; Training Courses for Lay Leaders in Child Study, attendance, 150; Lecture Courses on Parent Education, attendance, 500; Negro History, attendance, 700; Industrial Efficiency; sponsors concerts by Manhattan Negro Chorus; promotes Negro art by exhibiting work of Negro artists; financed by Rosenwald

Fund, and by Carnegie Corporation of New York on recommendation of American Association for Adult Education.

YOUNG MEN'S CHRISTIAN ASSOCIATIONS, Department of Colored Work, 347 Madison Ave., New York, N. Y.

Y.M.C.A.'s for colored men and boys carrying on religious, recreational program similar to those for white men and boys in all cities with large Negro population in United States; 140 associations organized in Negro normal schools and colleges; national association has made survey of unemployment among colored men; for further information concerning program of Y.M.C.A. see p. 346.

YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS, 600 Lexington Ave., New York, N. Y.

Local Y.W.C.A.'s for colored girls and women conducting programs similar to those for white girls and women in over 200 communities; for further information concerning program of Y.W.C.A. see p. 346.

INSTITUTE OF RACE RELATIONS, Swarthmore College, Swarthmore, Pa., Clarence E. Pickett, *dir.*, 20 So. 12th St., Philadelphia, Pa.

Held under the auspices of the Committee on Race Relations of the Society of Friends for one month during summer 1933; object, scientific and realistic understanding of social factors involved in race relations and, particularly, Negro-white relations in America; courses offered in Races and Cultures, The American Negro and Race Relations; admissions committee selects educators, secular and religious, social workers, labor leaders, employers, journalists, etc.; total cost, including board, room, tuition, \$75.

The following normal schools and colleges for colored people are among those offering extension courses. The list is arranged alphabetically by name of institution.

STATE TEACHERS COLLEGE, Montgomery, Ala., H. Councill Trenholm, *pres.*

Extension courses in English, education, social studies, mathematics, enrollment, 1933, 200 (1,600 in 42 counties in 1928-29); conducts ten weeks' summer quarter, annual two-day institutes in every county, and frequent short conferences for teachers; parent education classes; sponsors night school for adults who pursue regular courses leading to high school or college graduation; in 1932 offered course in adult education to supervisors planning to teach adults; cooperates in promoting statewide movement for eradication of illiteracy.

ARKANSAS STATE COLLEGE, Pine Bluff, Ark., J. B. Watson, *pres.*

In addition to regular four year courses in agriculture, home economics, arts and sciences, etc., sponsors series of conferences for farmers and for benefit of those who are unable to attend courses during the day; evening extension courses offered and opportunity school maintained.

ATLANTA UNIVERSITY, 215 Chestnut St., S.W., Atlanta, Ga., John Hope, *pres.*

College courses open to qualified part-time students, offered by Morehouse College and Spelman College, institutions affiliated with Atlanta University; sponsors conference of Negro secondary school principals and teachers; course for Boy Scout leaders; citizenship course, with average attendance of 85 at each of ten lectures; Interdenominational Ministers' Institute held in connection with Summer School; special

six-weeks' course in art appreciation given during fall of 1933 by means of grant from Carnegie Corporation of New York, for juniors and seniors, some of lectures being open to general public; carries on parent education program in connection with University's nursery school.

BETHUNE-COOKMAN COLLEGE, Daytona Beach, Fla., Mary McLeod Bethune, *pres.*

Night courses in academic subjects and industrial and home making courses offered through Neighborhood Club; average enrollment per course, 150-200; conducts ten-day institute for underprivileged ministers from rural districts with attendance of 75-100; cooperates with county authorities in attempt to banish illiteracy from Volusia County, by seeking out illiterates and providing night classes for them; conducts lecture-forum during three winter months; sponsors conferences for business and professional men for promotion of civic welfare; department of music assists church choirs to develop better musical program; Neighborhood Club of College brings to women of community opportunity for studying arts and crafts, home economics; sponsors community garden clubs, county midwives' institutes, and county health programs.

STATE COLLEGE FOR COLORED STUDENTS, Dover, Del., R. S. Grossley, *pres.*

Extension courses in art and music.

FISK UNIVERSITY, Nashville, Tenn., Thomas E. Jones, *pres.*

Annual ministers' school of one week's duration for those who have not had

college, or often high school, training; lectures given by faculty members and visiting lecturers; attendance, approximately 50; conducts reading program for alumni and lends books from college library; by means of grant from Carnegie Corporation of New York music extension work program of training for local choirs and choruses being carried on in towns in Tennessee and Kentucky.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE, Tallahassee, Fla., J. R. E. Lee, *pres.*

Extension courses in selected subjects from regular high school, teacher training, and college curricula; registration, extension courses, 732; sponsors following annual conferences: Vocational Agricultural Conference, two weeks, during summer session; Home Economics Teachers' Conference, three and one-half days prior to summer session; Midwives' Conference, ten days during August; Principals' Conference, two days during February; Ministers' School, five days.

HAMPTON INSTITUTE, Hampton, Va., Arthur Howe, *pres.*

Extension courses in United States history, English literature, educational sociology, etc.; enrollment 100, cooperates with State Teachers' Association in annual meeting; sponsors interracial conferences; offers child care courses for mothers.

KENTUCKY STATE INDUSTRIAL COLLEGE, Frankfort, Ky., R. B. Atwood, *pres.*

Extension work offered in all subjects given to students in residence, except natural science; enrollment 137.

MOREHOUSE COLLEGE, Atlanta, Ga., S. H. Archer, *pres.*

Courses in theology at annual ministers' institutes; conducting, with teachers

of rural sociology and of rural education, community project in nearby rural district to help residents live creative and productive lives (see Atlanta University above).

PAINE COLLEGE, 1235 15th St., Augusta, Ga., E. C. Peters, *pres.*

Extension courses in chemistry, education, English, history, psychology, sociology; 45 city public school teachers registered for courses; conducts annual ten-day summer school for pastors and lay workers; through Bethlehem Center, community center for colored people, sponsors clubs in parent education, handicrafts, music, etc.

TENNESSEE AGRICULTURAL AND INDUSTRIAL STATE TEACHERS COLLEGE, Nashville, Tenn., W. J. Hale, *pres.*

Extension courses in education, health, mathematics, physical education, and history; enrollment, 95; state meetings and summer teachers' seminar.

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE, Tuskegee Institute, Ala., R. R. Moton, *pres.*

Extension courses in education, biology, history, literature, geography, and home management; sponsors annual farmers' conferences, teachers' institutes, ministers' conference, welfare workers' conference; sponsors child study clubs and parent education clubs throughout state; in cooperation with Federal government operates Booker T. Washington Agricultural School on Wheels, truck fully equipped for demonstration purposes, that carries home and agricultural demonstration agents to individual farms and demonstration centers throughout state.

WEST VIRGINIA STATE COLLEGE, Institute, West Va., John W. Davis, *pres.*

Extension courses in agriculture, home economics, education, English, eco-

nomics, and history; conducts non-denominational school for religious workers for one week following summer session.

WILBERFORCE UNIVERSITY, Wilberforce, Ohio, Richard R. Wright, Jr., *pres.*

Extension courses in home making and home economics; enrollment, 280; sponsors annual institute for ministers and summer school for teachers; during regular session gives evening classes in liberal arts subjects.

See also the following organizations listed under National Organizations:

THE ASSOCIATION FOR THE STUDY OF
NEGRO LIFE AND HISTORY

THE CHILD STUDY ASSOCIATION OF
AMERICA

COMMISSION ON INTER-RACIAL COOPERATION

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

NATIONAL ASSOCIATION OF COLLEGE
WOMEN

NATIONAL ASSOCIATION OF COLORED
WOMEN

NATIONAL ASSOCIATION OF TEACHERS IN
COLORED SCHOOLS

NATIONAL CONGRESS OF COLORED PAR-
ENTS AND TEACHERS

NATIONAL INTER-DENOMINATIONAL
MINISTERIAL ALLIANCE

NATIONAL URBAN LEAGUE

YOUNG MEN'S CHRISTIAN ASSOCIATION

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Also the following articles:

AGRICULTURAL EXTENSION, p. 1.

LIBRARIES AND ADULT EDUCATION, p. 70.

THE PLACE OF RECREATION IN ADULT EDUCATION, p. 185.

ADULT EDUCATION IN SETTLEMENTS, p. 203.

THE LITTLE THEATER, p. 225.

READING LIST

Gray, W. S., Wil Lou Gray and J. W. Tilton. *The Opportunity Schools of South Carolina*. American Association for Adult Education, 1932. 141 p.

An experimental study conducted by the State Department of Education of South Carolina to determine the progress of adults of limited education when favorable conditions are provided; and the limitations of instruction for students of different levels of capacity.

Johnson, Charles S. *The Negro in American Civilization*. Holt, 1930. 538 p.

Gives a picture, based upon facts, of Negro education in colleges and universities, in the common schools of the South and of the North, and reviews critically literature concerning the educability of the Negro, stating conclusions warranted by these data.

Locke, Alain. *The Negro in America*. Chicago, American Library Association, 1933. Reading with a Purpose series, no. 68. 64 p.

A study outline and a bibliography.

PARENT EDUCATION

Parent education is a relatively new movement. Its beginnings in the United States coincide with the rapid rise of the feminist movement, on the one hand, and with the awakening of interest in the social sciences on the other; its growth has paralleled that of the movements for the scientific study of child development and for progressive education. Today it is an expression of various forces—social, educational, and scientific.

It is obvious that the interests and felt needs of parents themselves are fundamental to an organized movement for parent education. In many sections of the country parents initiate, organize, and conduct, as well as participate in, parent education activities. In some sections, organizing ability, enthusiasm, and persistence have welded parent education programs into folk movements.

Thirty years ago there existed a few scattered study groups; today parent education groups number ten thousand or more. Parent groups are affiliated with public school systems in a number of cities, with branches of the American Association of University Women, with the Child Study Association of America, with the National Congress of Parents and Teachers, with county extension services and other agencies interested in rural family life, and with churches and such religious-social organizations as the Young Men's and Young Women's Christian Associations, and the Jewish Sisterhoods. In some neighborhoods mothers' clubs and child study groups flourish, independent of any community, state, or national organization.

It is not surprising that such widespread educational activity has made claims upon the interests and resources of public education. The Federal Department of Agriculture, through its Cooperative Extension Service in Home Economics, and the Office of Education, through its Vocational Division, supplement state and local funds to supply trained adult education workers on staffs of state departments of education, of state universities and colleges, and of county extension services and public schools. In some states parent education projects in local schools are carried on with the assistance of members of the staff of the state university. Public schools, long vaguely concerned with school-home relationships, began in the early twenties to offer to parents explicit and

concrete opportunities for studying educational theory and practice, community life and organization, and the functions of parenthood. Today there is an increasing, though still a small, number of administrators of public schools and universities who cooperate enthusiastically and with educational purport in the activities of parent-teacher associations and of parent education groups.

Not only public schools, but other agencies concerned with public and social welfare, have been modifying their professional services to include parent education. Directors of mental hygiene and social welfare programs tend increasingly to act as if social guidance were also education. In some agencies relief-giving, and in others treatment for delinquency, is being supplemented by the education of parents in such items as physical growth, nutrition, habit formation, or the psychology of adolescence. In still others, routine case work supervision of foster parents and pensioned mothers is supplemented by opportunities for groups to discuss problems in child care and guidance. Most social agencies use the individual interview exclusively, though some, as indicated, have also developed programs of group conference or discussion.

Thus it is that educational activities organized by parents for themselves, parent study classes and guidance services within public educational institutions, and counseling services and study groups within social agencies (and to a lesser degree within medical, especially public health and mental hygiene, and within religious education agencies) taken altogether constitute a parent education movement.

The subject matter of parent education today consists, on the one hand, of material containing mostly opinions and advice from the pens of professionals who believe themselves qualified to address parents, and, on the other, of material derived from reports of research in child development, home economics, education, mental hygiene, and allied disciplines. The latter is considerably less in volume, but, parent education workers claim, considerably greater in influence. Study of child growth and development is not new, but it was not until after the World War that clinics and research centers began to systematize their investigations and to report results that were both trustworthy and timely. The demands of parent education workers, once roused to the value of such materials, plus demands from workers in nursery schools, child guidance clinics, and, more recently, family consultation bureaus, have elicited more thorough research upon various aspects of child development and family life. The labors of research workers have in turn stimulated educators, welfare workers, and clinicians to observe children more objectively and to offer more systematic guidance. All these dif-

ferent types of study and research are sources of parent education subject matter today.

Thirty years ago the total number of titles in the bibliography of parent education consisted of a few dozen books and a score of articles. Today it includes several hundred books and many times that number of articles. A recent study, completed in 1932, reveals that during the previous two years seventy different popular periodicals listed one or more articles for parents and that many of these carried regular features for parents. Six national periodicals are addressed to parents and deal primarily with home life, family relationships, and parenthood. Two of these are known to have enlarged their circulation during the last three years. Federal and state health and education agencies and many private organizations have also made contributions to parent education literature in the form of study outlines and of pamphlets about specific problems.

The lines of communication between the professional worker and the parent are no longer limited to publication. Parent education radio talks, first tried about ten years ago, are now used extensively, both for reaching individual parents in their homes and for the guidance of study group meetings. Some stations supply, ahead of time to members of groups, copies of broadcasts, together with suggestions for discussion.

Reports from agencies conducting programs reveal that today parents are receiving education and guidance in the functions of parenthood through such different kinds of experiences as reading and radio listening, attending lectures, observing children, participating in group study or discussion, studying exhibits, and talking individually with consultants. Most common among parent education procedures is the discussion group or study class. It is also generally considered most effective and economical. Formerly programs for group study focused attention exclusively upon the child and included for discussion such topics as obedience, punishment, rewards, curiosity, imagination, habit formation, play, etc. More recently, especially with leaders trained in mental hygiene, interest has focused upon the life of the family group and upon such items as personality development in family relationships, emotional honesty in dealing with children, etc. In attending such study groups parents are able to learn not only important facts about child growth and the family in a changing world, but also more satisfactory self-direction in their daily relationships with children.

The increase in the number of these parent groups during the past decade has far exceeded the increase in the number of trained persons available to lead them. A significant proportion of the total, therefore, are led by "lay leaders" who are chosen generally by members of

groups from among their own numbers. Many of these lay leaders receive some training in subject matter and in discussion procedures with professional parent educators; sometimes, also, they are supplied with outlines and subject matter materials. Often they are responsible for the operation of a traveling library or for a parents' bookshelf in a local library. An increasing number of these groups set their meeting times in order to listen to radio talks given by professional parent educators.

Basic to this elaboration of programs, research, institutions, professionalization, publication, and organization lie the needs of parents. Few apparently are those parents to whom previous formal education and present unguided reading and study have given knowledge and self-confidence sufficient to enable them to function satisfactorily in today's world of conflicting and confusing social standards. Many seem to find themselves able neither to follow tradition nor to establish satisfying new patterns of family life. On the other hand, parents are not merely influenced by the social order; they also function as one of the chief instruments of its reconstruction. Patterns of human relationship in the family exert constant pressure upon the developing patterns of human relations in vocational, civic, and social groups. Intelligent and inquiring parenthood, seeking through self-education fuller understanding of its problems, may therefore play a strategic rôle in the drama of an emerging culture. It is with this complex of potentiality that the parent educator works, and in which he must learn to function along lines that are both educationally sound and socially constructive.

—RALPH P. BRIDGMAN, *Director*,
National Council of Parent Education.
(Based on material gathered by
FLORA M. THURSTON.)

Because of the many different types of work being carried on in the field of parent education, the notes that follow have been divided, for the convenience of the reader, into five groups as indicated below.

The following are among the programs of parent education within state programs of education. This list is arranged alphabetically by state.

DEPARTMENT OF EDUCATION, State of Alabama, Montgomery, Ala., Ivol Spafford, *supv.*, *home economics education*.

Parent education groups carried on cooperatively by state department and

by home economics and home study departments of Alabama College as part of general state program of vocational education, supported by state and Federal funds; fifty groups, twelve meetings each during 1932-33; one group

trained leaders; some classes continue under supervised lay leaders after periods of formal instruction; weekly radio lectures and occasional promotional talks given; study material distributed.

DEPARTMENT OF VOCATIONAL EDUCATION, State of Arizona, Arizona State Bldg., Phoenix, Ariz., Eva M. Wal-ler, *supv.*, *home economics education*, Mildred W. Wood, Phoenix Union High School.

Parent education classes one phase of general program of adult education; in Phoenix led by trained workers; a few organized in other places taught by day school home economics teachers, county home demonstration agents, and local lay leaders; classes financed by state department and communities jointly.

DEPARTMENT OF EDUCATION, Division of Vocational Education, State of Arkansas, Little Rock, Ark., Druzilla C. Kent, *supv.*, *home economics education*.

Parent education groups supported by Federal, state, and local funds; state department offers guidance in organization of groups, publishes study outlines, and conducts supervisory conferences for leaders; two nursery school units conducted as observation centers for parents and high school students; parent education classes also organized in rural consolidated schools as units in more comprehensive programs of adult education.

DEPARTMENT OF EDUCATION, Division of Adult and Continuation Education, Sacramento, Calif., John F. Dale, Library and Courts Bldg., Gertrude Laws, 311 State Bldg., Los Angeles, Calif.

Parent education a phase of adult education program of public school sys-

tem; under guidance of State Bureau of Child Study and Parent Education, classes organized by parent-teacher associations and led by lay leaders who have certificates from State Department of Education and are paid small fees from state and local school funds; approximately 10,000 persons enrolled in classes each year; professional staff responsible for organization and training and supervising lay leaders.

BOARD FOR VOCATIONAL EDUCATION, State of Kansas, Topeka, Kan., Hazel E. Thompson, *supv.*, *vocational home making*.

Parent education part of state adult education program in home making; state workers give intensive four weeks' courses to classes organized through local boards of education and special talks to local groups not attending regular classes; state board also sponsors parent education classes in local schools taught by qualified local teachers.

DEPARTMENT OF PUBLIC SCHOOLS, Vocational Division, State of Missouri, Jefferson, Mo., Ella Moore, *supv.*, *home economics education*.

Work in parent education phase of program in home economics for adults; local and itinerant teachers of home economics teach short units in child development and family relationships, which are followed by courses in parent education often organized with help of State Library Commission, and taught by specialist; work supported by Federal funds, matched by state and local funds; instruction is supplemented by visits of supervisors, follow-up letters, news notes in monthly bulletins, group conferences, and meeting at annual state adult education conference.

DEPARTMENT OF VOCATIONAL EDUCATION, State of Nebraska, Lincoln, Nebr., Birdie Vorhies, *supv., home economics education.*

Parent education work one phase of state program of vocational education; cooperation of parent-teacher associations solicited in organizing classes administered by local superintendents of schools through specialists (in Omaha and Lincoln) or through local supervisors of adult home making education, work financed jointly by state department and local boards of education.

STATE DEPARTMENT OF EDUCATION, State of New York, Albany, N. Y., Ruth Andrus, *dir., division of child development and parental education.*

Division responsible for consulting and coordinating service functions within state education department, with and between state departments, with state lay and professional organizations, and with local organizations, schools and colleges; prepares material for parent groups; organizes and leads courses for teachers, nurses, social workers, and parents, conducts state and local conferences in cooperation with other parent education workers; develops local parent education committees and councils to coordinate local interest and efforts.

DEPARTMENT OF HEALTH, State of New York, Albany, N. Y., Elisabeth M. Gardiner, *dir., division of maternity, infancy and child hygiene.*

Examination of children by units of department includes discussion of individual problems, of home care and hygiene with parents; letters and consultations on prenatal care, lecture-demonstrations by nutritionists for professional workers and parents, family health conference groups, and distribu-

tion of literature on other aspects of department's work in parent education.

BOARD OF EDUCATION, Division of Vocational Education, State of Oklahoma, Oklahoma City, Okla., Kate S. North, *supv., home economics education.*

Parent education, major phase of vocational program in adult home making, supported by Federal, state, and local funds; eight specialists lead parents' classes and leaders' groups, home making teachers with supplementary summer training also lead classes; state colleges provide staff members for institutes and "Schools for Parents"; state office promotes and supervises these various activities; publishes outlines and supplementary material for use by teachers' and parents' groups.

DEPARTMENT OF PUBLIC INSTRUCTION, Commonwealth of Pennsylvania, Harrisburg, Pa., Anna G. Green, *asst. dir., vocational education.*

Parent education carried on by teachers of home making and by county supervisors through part-time and evening classes with cooperation of parent-teacher groups and relief organizations; reports, bibliographies, bulletins, and news letters issued by department.

DEPARTMENT OF EDUCATION, State of Texas, Austin, Texas, Lillian Peek, *supv., home economics education.*

Parent education part of state program in home making education for adults; financed by Federal, state, and local funds; specialists work in centers under local boards directed by supervisor of home economics education; classes usually recruited from membership of parent-teacher associations; other agencies cooperate in some communities.

DEPARTMENT OF HEALTH, Commonwealth of Virginia, Richmond, Va., B. B. Bagby, *dir.*, *bureau of child health.*

Parent education work by physicians, public health nurses, midwives, home demonstration agents, and teachers organized and supervised by department; conducts classes for midwives and mothers; institutes for doctors' helpers

to instruct women in care of the sick; cooperates with Negro Organization Society and Rosenwald Fund in conducting classes for Negro mothers and midwives, and in home nursing; carries on organization work among women in counties without health workers and gives service to independent local groups interested in health programs; prepares and disseminates literature.

The following, arranged alphabetically by state and city, are representative programs of parent education within city public school systems:

DETROIT PUBLIC SCHOOLS, Detroit, Mich., Marie I. Rasey, *supr.*, *parental advisory dept.*

Department administered by Board of Education and supported by a foundation grant; conducts child study classes for parents and other adults, approximately half of which meet in public schools and for other groups, including several composed of colored men and women, connected with church organizations, hospitals, women's clubs, etc., assists other organizations to plan programs of parental education.

OMAHA BOARD OF EDUCATION, Department of Vocational Education, Omaha, Nebr., Elizabeth Riner, *act. supr.*, *adult home making education.*

Parent education carried on as part of adult vocational education program of Omaha school system; classes meet in public school buildings; enrollment, 1932-33, 3,000 mothers and fathers; supported by Federal, state, and city funds; director carries on extensive program of leadership training.

ALBANY CITY BOARD OF EDUCATION, Albany, N. Y., Elinor Lee Beebe, *dir.*, *child development and parent education.*

Organizes and carries on parent study groups and leadership training classes in

public schools and other community agencies under professional and lay leadership; maintains close cooperation with various local professional groups, teachers, public library, social agencies, public health nursing association, child care institutions, and hospitals; nursery school in Albany State Teachers' College serves as laboratory in which parents, teachers, students, social workers, and others may observe, work with, and learn about children under supervision of experienced teachers.

ROCHESTER BOARD OF EDUCATION, Rochester, N. Y., Hazel M. Cushing, *admin. parent education.*

Program conducted jointly by Board of Education and University of Rochester; financed by foundation grant; work includes training for lay leaders and supervision for their study groups; courses for parents, students, and teachers and other professionals; radio talks, consultation service, and library primarily for parents; two nursery schools maintained as laboratories for students and parents; materials issued for study groups of parents.

TULSA PUBLIC SCHOOLS, Tulsa, Okla., Launa D. Rice, *dir.*, *parent education dept.*

Classes promoted by representatives of parent-teacher associations and con-

ducted in schools by director and professional and lay assistants (former works also among Negroes); department publishes outlines for parent groups; weekly radio talks; conducts conferences with parents.

DALLAS PUBLIC SCHOOLS, Dallas, Texas, Evelyn Eastman, *spec. in parent education.*

Parent education administered locally by health department of Dallas Public Schools and supported by Federal, state, and local funds, under Smith-Hughes Act as part of vocational education program for adults under general direction of state supervisor of home economics; study groups, organized through parent-

teacher associations for white and colored fathers and mothers, led by professional workers and supervised by lay leaders.

HOUSTON INDEPENDENT SCHOOL DISTRICT, Houston, Texas, Marion E. Dunshee, *in charge, child development classes for parents.*

Parent education part of state and local program of home economics education and financed by Federal, state, and Houston public school funds; two specialists work in cooperation with school principals, parent-teacher associations, church groups, libraries, child guidance clinics, etc., and organize and conduct classes of mothers and train local leaders.

The following are representative local unaffiliated parent education organizations arranged alphabetically by state and city:

THE DENVER TUBERCULOSIS SOCIETY, 531 14th St., Denver, Colo., Jessie I. Lummis, *ex. sec.*

Assists parent-teacher associations in organizing parent education activities; trains and supervises lay leaders; furnishes study outlines and reading material; supported by Community Chest.

CHICAGO ASSOCIATION FOR CHILD STUDY AND PARENT EDUCATION, 537 So. Dearborn St., Chicago, Ill., Mrs. S. T. Lawton, *chmn.*

Supervises parent study groups in schools, clubs, and social agencies; conducts annual conference; maintains library; supplies lectures and courses of study to local groups; issues study outlines, bibliographies, proceedings of conferences, and occasional news letters; supported by contributions, memberships, and by sale of service, admissions, and publications.

ELIZABETH McCORMICK MEMORIAL FUND, 8418 No. Dearborn St., Chicago, Ill., Mary E. Murphy, *dir.*

Conducts groups for parents of children served by health and nutrition work; health education demonstrations in public schools, and physical care programs in nursery schools; child study classes for parent-teacher associations, churches, and other community agencies; child study classes, individual conferences and activity groups in nursery school part of community housing project among Negroes and in experimental public school; classes for clients of relief agencies; reference and lending library for parents and group leaders.

EAST HARLEM NURSING AND HEALTH SERVICE, INC., 354 E. 116th St., New York, N. Y., Grace L. Anderson, *dir.*

Supplements program of intensive house visiting by group meetings, indi-

vidual conferences, and guided observation of children in headquarters play groups; assists public health nurses and other family workers to use educational procedures with parents in their health work.

UNITED PARENTS ASSOCIATIONS OF NEW YORK CITY, INC., 152 W. 42nd St., New York, N. Y., Margaret Lighty, *ex. sec.*

Services offered 157 local constituent parents' associations include: assistance in studying public school system; training in parent discussion group leadership for selected number of lay leaders; training in leadership for officers and committee chairmen; assistance in building programs for local meetings on such subjects as mental hygiene, vocational guidance, sex education, progressive education, and family relations; the

privilege of using parent education library; and assistance in establishing local school book shelves for parents; support comes from contributions and foundation grants; annual reports and several bulletins published.

PARENTS' COUNCIL OF PHILADELPHIA, 111 No. 49th St., Philadelphia, Pa., Meta L. Douglas, *supv., study group dept.*

Organizes and conducts study groups of parents through schools, social agencies, local neighborhood groups, and churches; trains leaders to carry on groups in educational or social work organizations; conducts lecture courses, maintains library; in 1933 became group work department of Mental Hygiene Institute of Pennsylvania Hospital; supported by individual contributions and by membership.

The following, arranged alphabetically by name of institution, are representative programs of parent education conducted by universities and training centers, including university extension:

DEPARTMENT OF CHILD CARE AND TRAINING, University of Cincinnati, Cincinnati, Ohio, Ada Hart Arlitt, *prof. child care and training, and head of dept.*

Classes for parents within community agencies; leadership training course for semi-professional study group leaders; demonstrations in child care and training and in nutrition at health centers; classes for trained nurses, nurses in training, teachers in service and in training; radio courses for parents; demonstration work in day nurseries; two demonstration nursery groups in which parents from study classes may observe; publishes articles, books, and pamphlets on child development and parent education.

CLEVELAND COLLEGE, see Western Reserve University.

CHILD DEVELOPMENT INSTITUTE, Teachers College, Columbia University, New York, N. Y., Lois Hayden Meek, *dir.*

Prepares graduate students for work with parents by means of courses, supervised field work in nursery schools, guidance nursery, city parent education programs, family consultation bureau, and by research; maintains cooperative arrangements with parent education agencies in metropolitan area and consultative relations with many projects in parent education; conducts program of parent education for parents of Institute nursery school and guidance

nursery; operates parents' library; publishes *Child Development Monograph Series*, pamphlets, and other material.

UNIVERSITY OF ILLINOIS, COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS, Urbana, Ill., Edna E. Walls, *specialist in child development and parent education*.

Parent education groups organized and conducted in local communities as part of State Home Economics Extension Service; in six counties selected individuals given preliminary training for leadership in child development and parent education.

IOWA STATE COLLEGE, COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS, Ames, Iowa, Alma H. Jones, *ext. specialist in child care and training*.

Parent education work phase of home economics extension service; specialist conducts field meetings, correspondence, conferences and interviews, prepares study materials, radio talks, publicity and periodical material; work organized in counties with groups made up largely of farm women, some of whom receive training in leading parent groups; other organized groups served by distribution or loan of illustrated booklets, exhibits, slides, films, books, music records, charts, posters, etc.

IOWA CHILD WELFARE RESEARCH STATION, Division of Child Study and Parent Education, State University of Iowa, Iowa City, Iowa, May Pardee Youtz, *head*.

Parent education, one of five divisions of work of station, carried on jointly with Extension Division of University; staff of leaders conduct study groups, train local leaders, conduct circulating library and readers' ad-

visory service, give regular radio courses, conduct annual conference for State Council on child study and parent education.

KANSAS CITY TEACHERS COLLEGE, 1840 E. 8th St., Kansas City, Mo., Louise Beth Wilson, *dir., parent education*.

College credit courses for pre-parents, parents, lay leaders, and teachers in service; assists local parent groups to organize and secure leaders; provides opportunity for parents to observe and study nursery school children; supplies lectures to local meetings.

KANSAS STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE, Division of Home Economics, Manhattan, Kansas, Margaret Justin, *dean*.

Sponsors parental education classes and radio programs in cooperation with State Board for Vocational Education and Kansas Congress of Parents and Teachers; conducts annual parent education institute; distributes bulletins; provides single lectures and conferences on parent education; pre-parental course in child care and training conducted at College, with nursery school as laboratory.

MASSACHUSETTS STATE COLLEGE, Cooperative Extension Work in Agriculture and Home Economics, Amherst, Mass., Ruth D. Morley, *spec. in child development*.

Conducts community groups; trains lay leaders who in turn conduct groups organized largely by county home demonstration agents in their communities; prepares subject matter outlines and teaching materials; gives radio broadcasts; direct assistance through mothers' service letters, conferences, home visits; publicity material and exhibits at fairs.

MERRILL-PALMER SCHOOL, 71 East Ferry Ave., Detroit, Mich., Edna Noble White, *dir.*

Resident programs for parents of infants, nursery school children, former nursery school children attending recreational groups; individual consultation, lectures, small study groups, library, and observation in the nursery school; community program in cooperation with other agencies in Detroit and environs, includes furnishing teachers, leaders, and speakers to parent groups or meetings organized by outside agencies; publications (many of the School's) primarily for parent education; also gives graduate training to professionals training for parent education work, and carries on extensive program of research in child development and family life.

MICHIGAN STATE COLLEGE, Cooperative Extension Work in Agriculture and Home Economics, East Lansing, Mich., Lydia Ann Lynde, *ext. spec. in child care and training.*

Carries on program of parent education through study groups of fathers and mothers in thirty-two counties in rural Michigan; child training work given directly to large groups and indirectly to small local groups through their own local leaders trained at selected centers in the counties; mimeographed study outlines issued.

UNIVERSITY OF MICHIGAN, School of Education, Ann Arbor, Mich., C. A. Fisher, *University Extension Division*, Marguerite Wilker, *dir. of nursery school, university elementary school.*

Members of elementary school staff directly responsible for work with parents of children in school; also give professional assistance to Extension Division in state program; methods employed include annual parent education insti-

tutes, study clubs, radio study clubs, annual series of broadcasts for parents and teachers, lecture courses, occasional lectures, printed study club outlines, supervised observation of children in school by parents, provision of library and reading room, individual conferences, investigations into the methods and materials of parent education, and a university course in parent education.

UNIVERSITY OF MINNESOTA, Institute of Child Welfare, Minneapolis, Minn.

Parent education program of Institute aims to make available throughout state information accumulated in its own and other research centers, activities consist of extension courses under General Extension Division carrying university credit; study groups led by specialists in cities and towns in cooperation with parent-teacher associations, churches, settlements, and other groups; local leader projects developed by specialists in rural regions through the Home Demonstration Service; radio talks given weekly over two stations; assists other state organizations to develop and carry on parent education work; distributes weekly articles to 89 newspapers in rural towns throughout the state; correspondence courses for parents, both free and non-credit carrying, and tuition courses carrying university credit; during 1931-32, 3,290 parents attended 126 study groups in large cities and smaller centers; 1,834 persons enrolled in training and local leader groups in rural sections; parent education worker in Home Economics Extension, financed by Institute, teaches groups of local leaders representing organized groups of mothers in counties and supplies rural teachers and club leaders with information; lesson sheets with discussion guides prepared and distributed to all members of leader training groups.

UNIVERSITY OF MISSOURI, Cooperative Extension Work in Agriculture and Home Economics, Columbia, Mo., Essie M. Heyle, *state home demonstration agent*.

Agent works with child development chairmen of 1,100 rural women's clubs; chairmen take responsibility for sending child development literature prepared by agent to mothers in their neighborhoods.

MONTANA STATE COLLEGE, Cooperative Extension Work in Agriculture and Home Economics, Bozeman, Montana, Blanche L. Lee, *state home demonstration leader*.

Offers county groups two courses in child development by state specialist and state home demonstration agents; exhibits play materials and children's clothing, and gives suggestions for guidance of play and for making clothing and for preparing food; special emphasis on community and home recreation programs.

NATIONAL CHILD RESEARCH CENTER, 3209 Highland Place, Washington, D. C., M. Adelis Boynton, *dir.*

Series of individual conferences with parents of nursery school and kindergarten children; monthly parent meetings for parents and other adults interested in child development; staff, including psychologist, dietician, physician, cooperates with Community Chest, local child study groups, and parent-teacher associations; operates shop which exhibits and sells approved children's clothing, toys, play equipment, and books.

NEW JERSEY STATE AGRICULTURAL COLLEGE, Cooperative Extension Work in Agriculture and Home Economics, New Brunswick, N. J., Marion F. McDowell, *ext. spec. in child training and parent education*.

Prepares study group materials; helps local organizations and individuals plan

programs and organize groups; training for local discussion group leaders, for directors of play schools for pre-school children, and for leaders of 4-H clubs; radio talks supplemented by questions, references, and summaries; assists public libraries and other interested agencies to develop parent education services; monthly letters for young mothers.

NEW YORK STATE COLLEGE OF HOME ECONOMICS, Cornell University, Ithaca, N. Y., Margaret Wylie, *prof., child development and parent education*.

Resident program of parent education includes supervised observation in two nursery school laboratories, extension program includes conference series; lecture-discussions and exhibits before county-wide groups sponsored by home bureaus or other local agencies; training for study club officers and county leaders; issues study materials; publishes news letters and bulletins.

NURSERY TRAINING SCHOOL OF BOSTON, 147 Ruggles St., Boston, Mass., Abigail A. Eliot, *dir.*

Conducts at school and in homes individual conferences with parents; helps parents learn approved child care methods through observation and participation in the nursery school and through supervised record-keeping and reading; monthly parents' meetings; in addition, faculty members conduct parent groups in community, and give talks.

OHIO STATE UNIVERSITY, Department of Adult Education, College of Education, Columbus, Ohio, Jessie A. Charters, *chmn. of dept.*

Courses in parental education, based on home problems and home projects;

courses in the relation of parental education to adult education movement, theory and problems of organization, and methods of teaching parents' study groups; in leadership training, emphasizing methods of teaching parental education, with lectures, project supervision, and field laboratory work with parents' study groups; course on advanced leadership training, intended for persons in organizations and institutions engaged in directing work in adult education throughout state, particularly in parent education.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Cooperative Extension Work in Agriculture and Home Economics, Stillwater, Okla., E. Faith Strayer, *ext. spec., child development and parent education.*

Parent education part of home demonstration work; specialist in child development and parent education trains home demonstration agents and leaders of parent groups; libraries made available to local leaders by Oklahoma Library Commission; issues outlines and bulletins.

OREGON STATE COLLEGE, School of Home Economics, Corvallis, Ore., Ava B. Milam, *dean and dir.*

Parent education program under School of Home Economics and Extension Service includes schools for parents; training of local leaders of study groups; annual State Conference for the Study of Home Interests; radio clubs which meet bi-weekly; weekly radio series on family life; correspondence course on child development for which college credit is given; home-study non-credit courses; outlines and other materials prepared and distributed to radio clubs, groups under local leaders, schools for parents, and individuals.

TEMPLE UNIVERSITY, Teachers College, Philadelphia, Pa., Emma Johnson, *head of dept. of early childhood education.*

For parents of children in nursery school and in early grades of demonstration school, individual conferences, home visits, guided observations of children, group discussions and occasional lectures; individual conferences and exhibits of clothing, play materials, and books for parents of babies brought to University Medical School clinics.

UNIVERSITY OF TENNESSEE, School of Home Economics, Knoxville, Tenn., Ella J. Day, *in charge, parent education*; UNIVERSITY OF TENNESSEE JUNIOR COLLEGE, Martin, Tenn., Neta McFee, *in charge, parent education.*

Centers for parent education work maintained at Junior College in western part of state where adult classes, organized and promoted by county parent-teacher association and by college, are led by specialist at college; centers at University in eastern part of state where classes of parents, organized in cooperation with parent-teacher associations (supported by Smith-Hughes funds as part of the program of adult education conducted by State Department of Education) are led by staff members.

VASSAR COLLEGE, Department of Child Study, Poughkeepsie, N. Y., Martha May Reynolds, *prof., child study and dir., nursery school.*

Work in parent education part of program of Department of Child Study and Institute of Euthenics; consists of organization and leadership of study groups for lay leaders, parents, and teachers, supported partly by the College and partly by community organizations; members of Department conduct

groups for parents interested in the nursery school and individual conferences with parents of children in the school.

WESTERN RESERVE UNIVERSITY, Cleveland College, Cleveland, Ohio, Garry C. Myers, *head, dept. parent education*, Caroline Clark Myers, *specialist in parent education*.

Leaders provided for community

study groups and speakers for local educational meetings; conducts college credit classes for parents as a part of the adult education program of the College's Extension Division, offers community lecture courses and institutes for parents, conducts institutes on study group methods for leaders-in-training; manages exhibits of clothing, food, toys, books; publishes booklets and other materials.

The following are representative programs of parent education within national organizations, arranged alphabetically by name of institution. An account of the other activities of these agencies may be found under National Organizations:

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, 1634 Eye Street, N.W., Washington, D. C.

Gives encouragement and counsel to parent education study groups in its 601 branches, conducts an information service; lending library of approximately 1,000 volumes in parent education and child development; study outlines for parent education groups.

AMERICAN HOME ECONOMICS ASSOCIATION, 620 Mills Building, Washington, D. C., Lemo T. Dennis, *field worker in child development and parent education*.

Worker assists state and local professional groups interested in home making, child development, and other phases of family relationships and parental education; bibliographies and bulletins prepared and distributed.

FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA, 105 E. 22 St., New York, N. Y., Leland Foster Wood, *ex. sec., committee on marriage and the home*.

Cooperates with constituent denominational agencies; collects material and

disseminates information by means of denominational papers; conducts conferences of religious leaders; publishes bibliographies for religious workers and parents, monographs on education for marriage, a manual dealing with the problems of young married people (in preparation).

INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION, 203 No. Wabash Ave., Chicago, Ill., Harry C. Munro, *in charge, parent education*.

Guidance and counsel to cooperating religious education agencies of Protestant churches in developing parent education programs and materials; Joint Committee, representing age-groups, leadership training, and administrative committees of Council and several parent education agencies, preparing parent education section of International Curriculum Guide.

See also the following organizations listed under National Organizations:

AMERICAN CHILD HEALTH ASSOCIATION
AMERICAN HOME ECONOMICS ASSOCIATION
ASSOCIATION FOR CHILDHOOD EDUCATION

CHILD STUDY ASSOCIATION OF AMERICA
 JEWISH WELFARE BOARD
 NATIONAL CATHOLIC WELFARE CONFERENCE
 NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS
 NATIONAL CONGRESS OF PARENTS AND TEACHERS
 NATIONAL COUNCIL OF JEWISH WOMEN
 NATIONAL KINDERGARTEN ASSOCIATION

Also the following articles:

COURSES IN ADULT EDUCATION, p. 54.
 ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES, p. 158.
 PROGRAMS OF SOCIAL EDUCATION CONDUCTED BY RELIGIOUS GROUPS, p. 195.
 ADULT EDUCATION IN SETTLEMENTS, p. 203.

READING LIST

Bott, Helen, and others. Aims and Methods in Parent Education. National Council of Parent Education, 1930. 53 p.

A presentation and discussion of an experiment in the use of group discussion as an instrument with which to teach parents.

Lindeman, E. C., and F. M. Thurston, editors. Problems for Parent Educators, National Council of Parent Education. 2 v.

Proceedings of the first and second biennial conferences of the National Council of Parent Education in the form of outlines of major problems confronting leaders in parent education (v. I) and outlines of problems growing out of the relationship of parent education with public schools, programs of pre-parental education, and social work (v. II). *Papers on Parent Education* presented at the second biennial conference of the National Council of Parent Education is a companion volume to v. II.

Parent Education: Report of the Subcommittee on Types of Parent Education, Content and Method, Sidonie M. Gruenberg, Chairman. White House Conference on Child Health and Protection. Century, 1932. 354 p.

A summary of contemporary theories of parent education, and of types of method and organization which also lists agencies and institutions conducting programs of parent education.

Preschool and Parental Education. The Twenty-eighth Yearbook of the National Society for the Study of Education. Bloomington, Ill., Public School Publishing Co., 1929. 871 p.

A comprehensive survey of the status of the parental education movement up to the spring of 1928. Part I deals with the organization and development of the movement; Part II includes a discussion of research and method.

POLITICAL EDUCATION

The responsibility for the renewed interest in the study of government and politics can be traced directly to the economic situation. The past two or three years have seen the formation of hundreds of local and state taxpayers' associations and leagues and other groups whose purpose is to study the many aspects of local, state, and national governments toward the end that taxes be kept as low as is consistent with good government.

The potentialities of these groups as agencies for the education of adults in political problems may best be realized by examining the programs of the much older "bureaus of governmental research." These bureaus are "taxpayers' associations," citizen agencies which collect and interpret facts about city business, furnish citizens with accurate information and cooperate with officials in promoting effective government. They work on the theory that citizens can control municipal affairs only through prompt, accurate, and pertinent information with regard to municipal business. Many of these agencies publish leaflets weekly and all of them supply their local newspapers with facts and interpretations of municipal events.

Agencies which are properly described as "governmental research bureaus" exist in thirty-five or forty of the larger cities of the country. In addition to the independent bureaus, some chambers of commerce have established departments of governmental research. Although these bureaus are primarily interested in the actual installation of administrative reforms and in the official adoption of measures and methods which look toward a more economical and efficient government, they also serve as sources for accurate information, and they are essential if citizens are to be well informed about the operation of the local governments under which they live. The governmental research of independent governmental research bureaus, chambers of commerce, and taxpayers' associations is usually conducted by men who have specialized in this work and who devote their full time to it as one would to any other profession. In many cities, however, there are city clubs, citizen unions, citizen leagues, and civic associations that study governmental problems, organize committees to draft reports, and conduct a regular series of lectures and discussions.

The genesis of a new group of agencies, the Citizens' Councils for Constructive Economy, can be traced directly to the depression. The stated objective of these councils is "to promote interest in local and state governmental problems to the end that the present widespread demands for reduction of public expenditures may produce actual and permanent improvements in the governmental organization, the tax system, and the services rendered by public and semi-public agencies." The program of the councils includes such activities as the appraisal of the benefits derived from all public and semi-public services such as fire protection, hospitals, schools, colleges, libraries, playgrounds, museums, etc., the consideration of where expenditures may be reduced by cutting out waste in public or semi-public services; giving publicity to services offered by public and semi-public agencies; calling to the attention of the community the social consequences which would result if certain services were discontinued, etc. Over one hundred citizens' councils have been formed to date. In a few states, notably Alabama, nearly all the counties have organized county-wide councils. There are also a number of state councils. The National Municipal League serves as a national clearing house for all types of councils.

Political education is carried on largely by discussion groups and the printed word. During the past two years, however, the radio has been enlisted for the work by the National Advisory Council on Radio in Education, the American Political Science Association, and the National Municipal League. Under the auspices of these organizations, a series of lectures and discussions on "You and Your Government" has been broadcast weekly by outstanding authorities on the subject. All of the broadcasts have been published and have had a wide distribution.

Thus far this article has dealt with the political education of private citizens. There are two other classes of individuals studying governmental problems—public officials; and professional students, political scientists, professors of public finance and taxation, directors and staff members of bureaus of governmental research, and the like.

The professional students of government meet frequently at conferences of the American Political Science Association, the Academy of Political Science, etc., and at such regional gatherings as the Institute of Public Affairs at the University of Virginia. These organizations provide for lectures and round table discussions, and issue monthly journals and publications based on research in the field of government.

The training of public officials is an important development of the

last few years. In addition to the publication of printed matter for public officials, formal training is provided by the various short courses organized by state leagues of municipalities and state universities. More than twenty-five thousand clerks, inspectors, firemen, etc., have attended over two hundred such schools in the last five years. Recently over one thousand policemen were attending fifteen regional schools in the State of Virginia. An experiment in this field conducted by the University of Southern California is described below.

Since government so pervades our lives, there can hardly be a chamber of commerce, trade or commercial association, service or luncheon club which will not many times a year find itself discussing some government problem or some program involving government action for its achievement.

It is impossible to list below all the organizations carrying on a serious study of government. Some of the more outstanding national and local organizations with such programs are given.

—CHARLES ASCHER, *Assistant Director*,
Public Administration Clearing House.

The following list is arranged alphabetically by state and city.

SCHOOL OF GOVERNMENT, University of Southern California, University Park, Los Angeles, Calif., Emery E. Olson, *dean*.

Civic Center Division of School of Government established for men and women engaged in public service and for those preparing for careers in civic administration, in research, and in performance of official functions in public agencies of national, state, and local character, who desire an organized plan of study, bringing together for their benefit resources of University and practical knowledge of persons in public positions; university credit given for all courses; Institute of Government held annually for adults already engaged in public service where technical experts, publicists, and teachers lecture in special fields of public administration; registration, each quarter, 200-300.

KANSAS CHAMBER OF COMMERCE, 506 National Reserve Bldg., Topeka, Kan., Samuel Wilson, *mgr.*

Committee on public information organized by Kansas Chamber of Commerce in 1931, for purpose of advising Chamber of ways of bringing about better understanding of important public questions by people of state; committee composed of representatives of farm organizations, chambers of commerce, and educators from University of Kansas and Kansas State College and recommended organization of tax-study clubs throughout state; clubs organized by farm bureaus, chambers of commerce, and individual industries, with business men, school teachers, county farm agents, and housewives serving as leaders, between 5,000 and 6,000 citizens of Kansas are believed to have participated in study clubs; published *Tax Study in Thirteen Lessons*

by Jens P. Jensen and Harold Howe, series of thirteen lessons, for purpose of helping tax study club members gain knowledge of fundamentals of taxation, in hope that a constructive program of economy and tax reform would be adopted by state and local governments.

MASSACHUSETTS CIVIC LEAGUE, 3 Joy St., Boston, Mass., K. Lyford, *ex. sec.*

Clearing house for information relative to social or socio-economic measures and activities and legislative measures; conducts research in civic problems such as child welfare, government, family, health and sanitation, employment and unemployment, education, delinquency and crime, town and regional planning; makes results available through publications to organizations and individuals throughout state; publishes *The Lens* (quarterly), *Current Social Research in Massachusetts*, a bulletin classifying investigations carried on by people of Massachusetts during past year, and pamphlets on specific bills and memoranda and informative statements to members of Legislature; membership, 1,774.

DETROIT BUREAU OF GOVERNMENTAL RESEARCH, INC., 936 First National Bank Bldg., Detroit, Mich., Lent D. Upson, *dir.*

Non-political and unofficial organization to promote efficiency and economy in government; publishes folder presenting popular discussion of political questions, especially those relating to Detroit; recent publications include *The Growth of a City Government*, by Lent D. Upson, *An Analysis of the Debt of the City of Detroit* (1933), and reports of State Commission of In-

quiry into County, Township and School District Government.

TAXPAYERS ASSOCIATION, 642 McKnight Bldg., Minneapolis, Minn., H. J. Miller, *mgr.*

Association invited representatives of civic organizations to join in forming Council of Civic Clubs and to participate in work of securing information on past expenditures, of going over budget requests, and of perfecting recommendations for next year's tax rate; aims to encourage contact between city hall and other civic groups; membership, 2,800.

CIVIC RESEARCH INSTITUTE, 114 W. 10th St., Kansas City, Mo., Walter Matscheck, *dir.*

Governmental research organization which aims to inform people of Kansas City about organization, operation, progress, and results of local government; distributes information relating principally to local government of Kansas City, based upon research work of organization; publishes weekly bulletin, \$1 per yr.; mimeographed report, distributed to limited list free.

CONFERENCE OF MAYORS AND OTHER MUNICIPAL OFFICIALS OF THE STATE OF NEW YORK, Bureau of Training and Research, City Hall, Albany, N. Y., Albert H. Hall, *dir.*

Makes extensive reports under joint auspices of New York State Conference of Mayors and other municipal officers on civic problems, such as communicable diseases, fire fighting, handling traffic violations of New York State cities, delinquent tax problems, street lighting, etc.; operates training schools for over 12,000 municipal officials in state, offering courses covering 43 subjects for

police and fire instructors, patrolmen, assessors, park officials, building inspectors, milk and dairy inspectors, recreation officials; gives series of 25 weekly radio programs each year on municipal problems, list of publications on request.

THE LEAGUE FOR POLITICAL EDUCATION, The Town Hall, 123 W. 43rd St., New York, N. Y., Robert Erskine Ely, *dir.*

Established "to make the Suffrage worthy of its responsibility"; presents yearly program of lectures by outstanding world statesmen, scholars, poets, journalists, and men of letters for purpose of "developing a finer citizenship on the part of all who follow it earnestly"; courses of lectures every weekday morning at eleven; Friday evening lectures open to members and to public on payment of admission fee; issues the *Town Crier* monthly in association with the Town Hall Club, the Economic Club, and the Civic Forum.

BUREAU OF MUNICIPAL RESEARCH, 311 So. Juniper St., Philadelphia, Pa., William C. Beyer, *dir.*

Agency of scientific inquiry organized to increase effectiveness of Philadelphia's government by cooperating with officials and giving citizens unbiased information about public affairs; members of professional staff deliver public addresses before civic and business organizations in city; publishes *Citizens' Business*, weekly, devoted to problems of city government for purpose of creating better understanding of government on part of citizens, and numerous printed and mimeographed reports dealing with specific aspects of local government of Philadelphia, including *Philadelphia's Government*, a report describing all units of local government; membership, 25 organizations.

LEAGUE OF VIRGINIA MUNICIPALITIES, Travelers Bldg., Richmond, Va., Morton L. Wallerstein, *ex. sec.*

Training program of intensive and practical nature devoted to immediate needs of municipal officials; during past year held annual convention for city and town officials with separate institutes for police chiefs and building inspectors, a one-day welfare conference for welfare officials and municipal executives, two round tables on municipal administration in connection with Institute of Public Affairs at University of Virginia, police training schools conducted on a zone basis for 1,048 police officers; conducted fire training schools on similar basis, summer, 1933, and series of eight weekly radio broadcasts on problems of local government; membership, 102 cities and towns; list of publications on request.

See also the following organizations listed under National Organizations:

THE ACADEMY OF POLITICAL SCIENCE
THE AMERICAN ACADEMY OF POLITICAL
AND SOCIAL SCIENCE
AMERICAN ASSOCIATION OF UNIVERSITY
WOMEN
AMERICAN CIVIC ASSOCIATION
AMERICAN LEGION
AMERICAN MUNICIPAL ASSOCIATION
AMERICAN POLITICAL SCIENCE ASSOCIATION
THE BROOKINGS INSTITUTION
FOREIGN POLICY ASSOCIATION
GENERAL FEDERATION OF WOMEN'S
CLUBS
GOVERNMENTAL RESEARCH ASSOCIATION
AMERICAN COUNCIL, INSTITUTE OF
PACIFIC RELATIONS
INSTITUTE OF PUBLIC ADMINISTRATION
NATIONAL ADVISORY COUNCIL ON RADIO
IN EDUCATION
NATIONAL FEDERATION OF BUSINESS
AND PROFESSIONAL WOMEN'S CLUBS

NATIONAL LEAGUE FOR AMERICAN CITIZENSHIP
 NATIONAL LEAGUE OF WOMEN VOTERS
 NATIONAL MUNICIPAL LEAGUE
 THE UNITED STATES SOCIETY

See also INSTITUTE OF PUBLIC AFFAIRS, p. 223.

Also the following articles.

MEN'S AND WOMEN'S CLUBS, p. 101.
 ADULT EDUCATION IN SETTLEMENTS,
 p. 203.

READING LIST

AMERICAN LIBRARY ASSOCIATION. Exploring the Times. Chicago, 1933.

Series of pamphlets designed to point the way to good reading and intelligent thinking on current prob-

lems; each contains reading list. Following studies have been published to date: World Depression—World Recovery; Collapse or Cycle?; Living with Machines; Meeting the Farm Crisis; Less Government or More?

Eldridge, Seba. The New Citizenship. Crowell, 1929. 349 p.

Community organization, adult education, and social work considered as forces for the new citizenship.

White, Leonard D. Trends in Public Administration. McGraw-Hill, 1933. 365 p.

A survey of the manner in which government—local, municipal, state and Federal—is adapting itself to the demands of a new civilization. One of the series of Monographs prepared under the direction of the President's Research Committee on Social Trends.

THE EDUCATION OF ADULT PRISONERS

The education of adult prisoners in American penal and correctional institutions is not a new project. From the first, reformatories for men and for women, designed for the younger and less hardened adult offenders, have made education the key-stone of their programs. Even the prisons and penitentiaries, in a majority of the states, have carried on educational work of some sort for many years. Only in jails, where the short terms and the rapid turnover in population make all constructive effort difficult, has there been practically no educational work; the jails of some of the larger cities and counties, however, have supplied exceptions to the general rule.

In the last five years a tendency toward expansion and improvement of educational work in the prisons and reformatories has been evident. This is in part due to large increases in inmate populations without commensurate industrial expansion: the problem of increasing idleness has focused attention on education as a means of keeping prisoners occupied, if nothing else. Other forces behind the tendency are the steady emphasis of leading penologists on education as an effective agency of rehabilitation, the influence and example of some of the more progressive prison systems, and the cooperation of state educational and library authorities.

Today all reformatories for men, twenty-two in number, and all reformatories for women, nineteen in number, have educational programs. Of the seventy-five state and Federal prisons and penitentiaries, all but ten carry on educational work of some sort. Of those having no organized and continuous program, six are Southern prisons; in these there has been some effort during the past year to eradicate illiteracy.

Reformatories for men stress vocational education, but usually also compel attendance through the eighth grade in a school patterned closely after the public schools. Their chief weakness lies in over-emphasis on stereotyped academic education and unselective vocational training on a mass-treatment basis. There has been in recent years a movement toward more effective methods.

Reformatories for women have a socialized viewpoint not yet characteristic of the institutions for men. Academic and vocational train-

ing are individualized and are based on the actual needs and interests of the prisoners. Purely cultural activities have an accepted place in the program: music, art, and the drama are encouraged and form a part of the daily life.

In the prisons educational work ranges from the bare eradication of illiteracy to fairly well-rounded programs that include courses of university as well as elementary grade. In the majority of prisons organized instruction is confined to the lower grades; the classes are usually taught by untrained and unsupervised prisoners, using texts that are juvenile in tone and content. The more advanced students and those who are interested in cultural subjects must ordinarily rely on correspondence courses, for which they pay the fees and in pursuance of which they receive no local assistance.

In a few prisons, however, the program of organized instruction reaches the advanced student as well as the beginner. The so-called "cell-study" system, which makes increasing use of university extension courses under local as well as extra-mural supervision, is an effective supplement to class room instruction, particularly for those of advanced or cultural interests.

In contrast to the reformatories, no prison in the country has an organized program of vocational training worthy of the name: education of this type is limited to incidental training in industries and maintenance details, and to the unsupervised selection and study of "vocational" correspondence courses.

Of the larger prisons which have risen above the general level in recent years and are now doing educational work of sufficient importance to command attention, the most noteworthy are the Federal penitentiaries, the California State Prison at San Quentin, the Michigan Prison at Jackson, the Illinois Prison at Joliet, the Wisconsin Prison at Waupun, and Sing Sing (New York) Prison. Of the smaller prisons, that of Utah is probably most worth noting.

When the Federal prison system was reorganized in 1929, education was made a major project. Trained staffs were installed, physical facilities improved, and funds provided. A varied program reaching all types of prisoners was established. Approximately thirty per cent of the prisoners are enrolled on a voluntary basis in each of the larger penitentiaries, Atlanta and Leavenworth, and seventy per cent in the thousand-man penitentiary at McNeil Island, Washington. Extensive use is made of Massachusetts Department of Education extension courses in all Federal institutions.

A significant feature common to practically all the most noteworthy

state prison programs is the utilization of outside resources. San Quentin, which appears to have the most extensive program of all the prisons in the country, has for several years had the effective cooperation of the State Department of Education, the University of California, and the State Library. The Wisconsin Prison similarly relies on the University of Wisconsin and the State Library. Jackson (Michigan) has developed its program primarily through the efforts of its educational staff, but is now drawing also on the University and other outside resources. Sing Sing has turned to Columbia University for assistance. The Utah Prison owes its educational program largely to the help of the State University Extension Division. It appears probable that the future of education for adult prisoners lies in the development of cooperative relationships with state educational and library authorities. The latter are of paramount importance; prison libraries can be powerful agencies of education and were for decades the only source of cultural material in prisons.

Some of the chief needs of educational organizations in penal institutions are obvious: trained staffs, improved facilities and teaching material, and adequate funds. Going beyond these, there is need of a new aim and a new concept of education. Prison education is still patterned on juvenile education. Except in a few institutions, the methods employed hardly justify use of the term, "the education of adults," while the term "adult education" is applicable to only a negligible part of the educational work. The techniques devised for educating adults, however, are coming steadily into more general use, and even adult education as most rigidly defined is slowly finding its place in our prisons and reformatories.

—AUSTIN H. MACCORMICK, *Assistant Director,*
United States Bureau of Prisons.

Among the Federal and state institutions carrying on programs for the education of adult prisoners are those appearing below. This list is in no sense complete. It is designed to present various types of programs, and to depict the manner in which these programs are executed. The list is arranged alphabetically by state. The following are Federal institutions:

UNITED STATES PENITENTIARY, McNeil Island, Washington, D. C., J. Herbert Geohegan, *supv. of education.*

Greater percentage of prisoners enrolled voluntarily for educational work than in any other prison; 1,000 inmates,

seventy per cent of whom take class room instruction or "cell-study" courses; courses of cultural content offered, supplemented by lectures; library circulation unusually high; educational staff of supervisor and vocational instructor-foreman.

UNITED STATES PENITENTIARY, Atlanta, Ga., Earle M. Stigers, *supo. education*.

About thirty per cent of 2,500 prisoners voluntarily enrolled for educational work, civilian staff of supervisor, two assistant supervisors, librarian; large part of work consists in giving native-born illiterates and other beginners instruction in fundamentals; class room instruction and "cell-study" courses provided for advanced students; Massachusetts Extension Division courses and Pennsylvania State College courses extensively used; cultural courses and practical courses provided; radio and visual aids utilized; educational department and library closely coordinated; large, well-equipped library, spending about \$4,000 for new books over three-year period (special emphasis on non-fiction) and using standard library methods of stimulating and guiding reader interest.

UNITED STATES PENITENTIARY, Leavenworth, Kan., F. J. Taylor, *ed. supo.*

See United States Penitentiary, Atlanta, Ga., above—problem, staff, program and educational enrollment of these Federal penitentiaries practically identical; Leavenworth has fewer class rooms than Atlanta; makes more use of "cell-study" courses, enrolling about 500 men for these courses.

UNITED STATES NORTHEASTERN PENITENTIARY, Lewisburg, Pa., Richard A. McGee, *supo. of education*.

Recently opened institution, including complete educational plant consisting of administrative offices, ten class rooms, shops for vocational training, gymnasium, auditorium, library and reading room, all accessible from living quarters; 1,200 inmates; staff of supervisor of education, assistant supervisor,

two instructors, librarian; see U. S. Penitentiary, Atlanta, for general program for Federal penitentiaries which this institution is following, expect that size of institution and superior facilities will make possible highly diversified program.

The following are state institutions:

CALIFORNIA STATE PRISON, San Quentin, Calif., H. A. Shuder, *dir. of education*.

Largest prison in United States, having more extensive and diversified educational program than any other in country, fifty per cent of the 5,000 prisoners enrolled for work ranging from instruction of illiterates to courses of high school and university grade; class room and vocational instruction in shops supplemented by University of California extension courses, corrected and graded at University, and by local or "letter-box" correspondence courses, corrected at prison; state educational and library authorities cooperate to unusual extent; State Department of Public Instruction examines inmate teachers and issues limited certificates which enable students to earn public school credits; University of California supplies extension courses gratis; State Library lends several thousand books annually; educational staff of director of education, assistant director, and about one hundred inmate teachers including number with advanced education who receive organized teacher training.

MICHIGAN STATE PRISON, Jackson, Mich., Floyd C. Wilbur, *dir. of education*.

Striking progress made since 1930; education largely on compulsory basis, but instruction offered is diversified and extends into work of university grade; incoming prisoners examined and

graded; during last six months of 1932, about ninety per cent of the 1,019 inmates received at prison placed in classes; staff of director, two assistant directors (academic), two assistant directors (vocational), librarian, civilian clerk; cooperative relationships developed with University of Michigan, State Library, State Department of Agriculture and other agencies, University service includes direct instruction by visiting faculty members.

SING SING PRISON, Ossining, N. Y.,
Harry Masson, *head teacher*.

School attendance compulsory for those who can not meet fifth grade requirements; more advanced courses offered on voluntary basis; about 1,000 men enrolled for educational work; Columbia University and Massachusetts Department of Education extension courses used; instruction by both class room and cell-study method; staff of head-teacher and two assistants.

UTAH STATE PRISON, Salt Lake City,
Utah, Owen Nebeker, *prison parole officer*.

Program illustrates amount accomplished on limited budget when local and state agencies cooperate; Governor appointed committee headed by member of staff of University of Utah to organize volunteer teaching staff for prison, from University, county, and Salt Lake City schools; educational work at prison extended; instruction offered now given by competent professional teachers on part-time, visiting basis.

WISCONSIN STATE PRISON, Waupun,
Wisc., John Faville, Jr.

Educational enrollment comparatively small, but significant because of close-working relationships with the Univer-

sity of Wisconsin and State Free Library Commission; director of field organization of University Extension Division and assistant visit prison periodically to interview new prisoners, make enrollments in extension courses, and assist students already enrolled; prisoner students pay for courses and are of same status as other extension students; Library Commission lends books on request, book circulation large, covers all fields, full-time educational director appointed in 1932, but University service will continue.

REFORMATORIES FOR MEN:

These institutions stress standard grade school instruction and vocational training in trade school shops, usually on a compulsory basis. Instruction of high school grade is sometimes given. In these branches of education their programs are much more extensive than those of the prisons. Little instruction is given, however, in courses possessing purely cultural value. Some cultural opportunity is offered through the musical activities, but this is incidental and is not of a high order. Reformatory education bears the definite stamp of practicality.

A list of the reformatories for men follows: U. S. Industrial Reformatory, Chillicothe, Ohio; Colorado State Reformatory, Buena Vista; Connecticut Reformatory, Cheshire; Illinois State Reformatory, Pontiac; Indiana Reformatory, Pendleton; Men's Reformatory, Anamosa, Iowa; Kansas State Industrial Reformatory, Hutchinson; Kentucky State Reformatory, Frankfort; State Reformatory for Men, South Windham, Maine; Massachusetts Reformatory, West Concord; Michigan Reformatory, Ionia; Minnesota State Reformatory, St. Cloud; Missouri Intermediate Reformatory, Booneville; State Reformatory for Men, Lincoln, Nebraska; New Jer-

sey Reformatory, Rahway; New Jersey Reformatory, Annandale; New York State Reformatory, Elmira; Ohio State Reformatory, Mansfield; Oklahoma State Reformatory, Granite; Pennsylvania Industrial School, Huntingdon; Washington State Reformatory, Monroe; and Wisconsin State Reformatory, Green Bay. In each case inquiries should be addressed to the Superintendent.

REFORMATORIES FOR WOMEN

These institutions resemble reformatories for men in that their educational programs provide academic and vocational training having immediate practical value. They differ, however, in that the women's institutions have a socialized viewpoint and give cultural values their proper place. The daily routine includes organized activities in such fields as music and art. Aesthetic taste is encouraged and the development of leisure enjoyment on a relatively high level is promoted. Handicraft, pageants and other dramatic activities, instrumental music, chorus singing, sketching, and interior decorating are among the pursuits followed by women prisoners under the direction of staff members. In many respects the best of these reformatories resemble fine schools rather than prisons.

The programs of the following institutions for women are especially noteworthy: Federal Industrial Institution for Women, Alderson, West Virginia; Connecticut State Farm for Women, East Lyme; State Reformatory for Women, Dwight, Illinois; Massachusetts Reformatory for Women, Framingham; New Jersey State Reformatory for Women, Clinton; New York State Reformatory for Women, Bedford Hills; Pennsylvania State Industrial Home for Women, Muncy; and Vermont House

of Correction, Rutland. Inquiries should be addressed in each case to the Superintendent.

See also the following organizations listed under National Organizations:

AMERICAN PRISON ASSOCIATION
NATIONAL COMMITTEE ON PRISONS AND
PRISON LABOR
THE OSBORNE ASSOCIATION
UNITED STATES BUREAU OF PRISONS

READING LIST

Jones, Edith K., ed. *The Prison Library Handbook*. Chicago, American Library Association, 1932. 181 p.

Prepared for the Committee on Libraries in Correctional Institutions of the A. L. A. and the Committee on Education of the American Prison Association. A guide to the untrained librarian in organizing an institution library.

MacCormick, Austin H. *The Education of Adult Prisoners, a Survey and a Program*. National Society of Penal Information, 1931. 456 p.

A survey of, and a program for, the educational system of American prisons and reformatories. Includes a series of appendices prepared by John Chancellor, Supervising Librarian of the U. S. Bureau of Prisons, and others.

New York State Commission to Investigate Prison Administration and Construction: *An Educational Program for New York State's Penal System*. 1932. 38 p.

Special report, Sam A. Lewisohn, Chairman, presented to the Legislature of the State of New York, January 1932. Copies may be obtained from The Prison Association of New York, 135 East 15th Street, New York, N. Y.

ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES

Participation of the public schools in the education of adults came about in large measure as a result of the Americanization movement which started in the years immediately preceding the World War. While there had been schools for teaching foreign-born and native-born adults prior to that time, such schools for the most part had been conducted with the permission of school authorities rather than by them.

The Americanization movement arose as a result of the recognition by public officials and educators of the error of adopting a laissez-faire policy in the matter of teaching immigrants the processes of American government and the manners and customs of the American people. Shortly before the World War an investigation revealed that there were in this country hundreds of thousands of persons, some of them naturalized citizens, living in segregated groups where little or no English was spoken and where the manner of living was that of a foreign land.

It naturally followed, in view of the intense nationalism then rife, that an organized movement to "Americanize" the foreign born should be initiated. A desire on the part of many aliens to become naturalized gave impetus to the movement. Everywhere Americanization classes were formed. The subjects usually taught included English and United States history and government, although in some instances courses in such subjects as household arts and child care were added to the curriculum.

The public schools led the movement. Classes were usually held in school buildings and teachers were paid from school funds. State laws were passed which, in some cases, permitted the state to reimburse the city for at least a part of the cost of the classes. In some states laws provided for the addition of one or more persons to the staffs of the state departments of education to organize and supervise Americanization classes. The Bureau of Naturalization of the United States Department of Labor cooperated with state and city officials in the organization of classes, and in many cases furnished text books for students and teachers.

The public schools were aided in the Americanization program by thousands of private agencies. Americanization committees were formed; women's clubs studied the movement; ministers preached about it; a vast amount of literature appeared on the subject.

With the decline of ardent nationalism at the end of the War, interest in Americanization programs waned. The decrease in the number of immigrants and the subsidence of wartime hysteria were chiefly responsible; moreover, teachers of Americanization classes came gradually to believe that true Americanization must be a give-and-take process. A change took place in the attitude of both teachers and students. Classes were formed to keep alive old world handicrafts, folk festivals were held, foreign languages were taught, and students were encouraged to take pride in the culture of their native lands. Such changes in curricula, coupled with the fact that Americanization classes were being attended by more and more native-born citizens, made it evident that the term "Americanization" did not fit the situation, and gradually a great deal of the work came to be called by the more inclusive term, "adult education."

The Americanization teachers and supervisors affiliated themselves with the National Education Association as the Department of Adult Education of that Association. (A description of the work of the Department will be found on p. 334). This body, the National University Extension Association, and the American Association for Adult Education have been the leaders in advancing the adult education movement in the United States.

Nineteen states and the District of Columbia now provide funds for the education of adults. The District of Columbia and the states of Delaware, Nebraska, and South Carolina, expend this money directly as administrative agencies. In other states the funds are used to reimburse local school districts which provide education for adults in accordance with state laws or rules of the board of education. In some states the funds allocated for adult education are used largely for the education of the foreign-born and for illiterates and near-illiterate native-born citizens. Other states provide education for adults in the same academic and vocational subjects as are taught in elementary and secondary public day schools. Twenty-nine states report that no state funds may be used for adult education except those which are provided to match Federal funds distributed by the United States Department of Agriculture and the Federal Board for Vocational Education, now a part of the United States Department of the Interior. The basis of distribution of state funds to districts for adult education is usually

on what is commonly known as the "fifty-fifty" basis or the "matched funds" basis.

Up to 1930 there was scarcely a city in the United States with a population of 10,000 or more that did not have tax-supported evening schools. In most of the large cities there were also part-time and continuation schools established for the purpose of prolonging the education of boys and girls who had left school to enter employment. Although reports indicate that some of the evening schools are now closed because of the economic depression, and that many part-time classes have been discontinued because of the discontinuance of part-time work and the return of students to full-time classes, partial reports show that as a result of much larger attendance in some centers, the evening school attendance for the whole country will not show a material decrease. Some schools have been forced to charge a nominal tuition fee during the past year, but in many cases the unemployed are allowed to attend classes without payment of the fee.

As yet, except in a few states, no special requirements are set up for teachers of adult classes, and the great majority of teachers in afternoon, evening, and Saturday schools are regularly employed in the day schools. A number of institutions of higher learning are giving courses for teachers of adult classes (see p. 54).

The National Teacher-Training Survey, made under the direction of the United States Office of Education, reports that the average evening school teacher has had ten years' experience, is about 38 years of age, and receives a salary of about \$1,600 a year. In the elementary schools 69 per cent of these teachers are women, while only 37 per cent of the secondary school teachers and 62 per cent of the commercial evening school teachers are women. Practically all of these teachers have had some college work, and almost all of the secondary evening school teachers are college graduates.

The increase in the amount of leisure has increased greatly the demand for educational opportunities for adults. At the present time there is an unusual demand on the part of the unemployed for educational opportunities, that they may better fit themselves for employment; on the part of those who are employed, that they may make their employment more secure; and on the part of an increasing number of others who desire to find solutions to some of the perplexing problems which confront them and the country in these unsettled times.

—L. R. ALDERMAN, *Principal Specialist in Adult Education and Chief of Service Division*,
Office of Education, Washington, D. C.

Following are the adult education programs conducted under public school auspices in the various states. The list is arranged alphabetically by state. It should be noted that statistics on classes for which provision is made under the Smith-Hughes Law and State Vocational Education Acts, and on programs conducted with Federal Emergency Relief Funds (see p. 240) are not included. The editor is indebted to L. R. Alderman of the Office of Education for a great deal of the data given.

STATE OF ALABAMA, Department of Education, School and Community Organization, Montgomery, Ala., Mary England, *dir., school and community organization.*

Financial support for adult education provided by state and community on fifty-fifty basis; 491 communities have adult classes; 5,178 students, 205 teachers, in classes in English, mathematics, handicraft, vocational subjects, etc.; total cost of instruction, \$26,620 during 1931-32.

STATE OF ARIZONA, Department of Public Instruction, Phoenix, Ariz., C. O. Case, *supt., public instruction and executive officer for vocational education.*

State bears 50 per cent of cost of adult classes in local communities under certain conditions; 27 communities providing adult classes; 1,278 students attending public night schools; 56 teachers; total cost of instruction paid by communities, \$6,491 (data for 1931-32).

STATE OF ARKANSAS, Department of Public Instruction, Little Rock, Ark., Pearle Davis, *deputy state supt., in charge adult education.*

State gives no financial aid to communities for adult classes; 2,255 students attending community-supported night schools, taught by 68 teachers (data for 1929-30).

STATE OF CALIFORNIA, Department of Education, Division of Adult and Continuation Education, 311 California State Bldg., Los Angeles, Calif., and Library Courts Bldg., Sacramento, Calif., L. B. Travers, *chief, division of adult and continuation education.*

State funds may be used for evening schools as for day schools; classes conducted under supervision of Division in all parts of state in virtually any subject group wishes to study; total enrollment, all classes, 1932-33, 316,603; three full-time state supervisors of adult classes; during summer 1933 conducted Adult Summer School in cooperation with University of California and California Association for Adult Education, offering courses in philosophy of adult education, parent education, technique of group discussion, methods of teaching social science to adults, etc.; Division helps determine policies for conducting California Association for Adult Education; recognizes child study and parent education as integral part of California public school system program of adult education; publishes 16 state pamphlets designed for use among illiterates and foreign born; pamphlet for use of leaders of classes in parent education; *Handbook on Continuation Education*; two annual reports on progress of continuation education.

STATE OF COLORADO, Department of Public Instruction, Inez J. Lewis, *supt., public instruction.*

State provides no direct financial aid for adult classes, but school boards in

districts of first class have power to establish and maintain out of school funds part-time schools, evening, and vocational schools, schools for aliens, or other opportunity schools which are open to all persons; in 1931-32, 3,964 students in public night schools taught by 118 teachers; total cost of instruction, \$62,-896.

STATE OF CONNECTICUT, Office of Adult Education, State Board of Education, Hartford, Conn., Robert C. Deming, *supv.*, *adult education*.

State pays \$4 for each pupil in average attendance for 75 sessions of two hours each, and also 50 per cent of salaries of 23 local directors of adult education, in 1932-33, 42 towns had evening schools with registration of 16,440 (non-English speaking registration, 8,675); staff stresses work among aliens as state has greater percentage of unnaturalized aliens than any other state; staff members study problems relating to leisure-time activities and unemployment.

STATE OF DELAWARE, Division of Adult Education, Department of Public Instruction, 11th and Washington Sts., Wilmington, Del., Marguerite H. Burnett, *dir.*, *adult education*.

One per cent of entire state appropriation for public education allowed for support of non-vocational public school adult education; amount appropriated covers cost of administrative and instructional service in all school districts of state, except in city of Wilmington where additional funds are made available; form of service rendered varies with needs and interests of community at time at which it is provided; during 1932-33 program included: leadership for classes organized to meet interest of rural and urban groups in public affairs, art, music, drama, child study,

psychology, home making, crafts, modern trends in education, the elimination of illiteracy and naturalization; direction for community projects in health, sanitation, architecture, home safety, school furnishing and decoration, reconditioning of homes, recreation, pagentry, city, county and state-wide music festivals, lectures, exhibits; program-making for parent-teacher associations, women's clubs, service clubs, the grange, rural churches, and other civic and educational agencies, 5,959 adults enrolled in regularly organized class groups, and 30,000 participated in community projects conducted in Wilmington and in 83 rural schools of state, representing 20 per cent of adult population of state; City and County Advisory Councils with membership representing all those participating in program meet regularly to assist in planning for development in adult education activities; annual institutes bring all adult educators of state together to plan better coordination of activities and to meet outstanding leaders in field of adult education.

DISTRICT OF COLUMBIA, Washington, D. C., 13th and K Sts. N.W., Frank W. Ballou, *supt.*

Night school free to all residents of District; during 1932-33, 1,000 enrolled in Americanization Night School (see p. 169); 13,026 in other night schools; total cost, all expenses in night schools, 1931-32, \$93,872.

STATE OF FLORIDA, Department of Public Instruction, Tallahassee, Fla., W. S. Cawthon, *supt.*, *public instruction*.

State gives financial aid to counties which may in turn use funds for payment of teachers of part-time and evening schools attended by both minors and adults; 115 teachers, 4,401 students

enrolled in public night schools and Americanization classes during 1931-32.

STATE OF GEORGIA, Department of Education, Division of Adult Education, Atlanta, Ga., Inez Parker, *sec.*

State gives no financial aid to communities for adult education; in 1931-32, 138 teachers, 8,141 students enrolled in night schools; total cost of instruction, \$73,664, paid by communities.

STATE OF IDAHO, Department of Education, Boise, Idaho, W. D. Vincent, *comm. of education.*

No state financial aid provided communities for adult classes; in 1931-32, 176 students, 10 teachers in public night schools; total cost of instruction, \$1,114.

STATE OF ILLINOIS, Department of Public Instruction, Springfield, Ill., Francis G. Blair, *supt., public instruction.*

No financial support given by state to communities for adult classes; 67,074 students, 1,499 teachers in public evening schools, 1931-32; total cost of instruction, \$668,957.

STATE OF INDIANA, Department of Public Instruction, Indianapolis, Ind., George C. Cole, *supt., public instruction.*

State gives no financial aid to communities for adult classes except in vocational instruction; approximately 21,952 students, 499 teachers in community-supported public night schools; total cost instruction, \$140,988.

STATE OF IOWA, Department of Public Instruction, Des Moines, Ia., Agnes Samuelson, *supt., public instruction.*

State gives no financial aid to communities for adult classes except in field

of vocational education; during 1931-32, 2,854 students, 86 teachers in community-supported public night schools at cost of \$14,305; 76 centers in general field offer agricultural subjects (farm management, cooperative marketing, sanitation and disease) with total enrollment of 5,708; 8 centers give evening school courses in trades and industries (foremanship, shop mathematics and science, cabinet making, welding, window display, industrial chemistry) with enrollment of 1,770; adult home making courses (nutrition, clothing, family relationships, child development) offered in 19 centers; enrollment, 1,050.

STATE OF KANSAS, Department of Public Instruction, Topeka, Kan., W. T. Markham, *supt., public instruction.*

State gives no financial aid to communities for adult classes; in 1931-32, 5,720 students, 185 teachers in public night schools and Americanization classes; total cost to communities, \$40,618.

COMMONWEALTH OF KENTUCKY, Department of Public Instruction, Frankfort, Ky., James H. Richmond, *supt., public instruction.*

State provides no financial aid to communities for adult classes, but through its agencies renders any possible assistance in administrative and advisory capacity to help private organizations engaged in adult education; during 1932-33, more than 100 communities provided classes for approximately 100,000 adults.

STATE OF LOUISIANA, Department of Education, Baton Rouge, La., T. H. Harris, *supt.*

State conducts classes for adult illiterates, including several for inmates of

penitentiary, offers evening classes for farmers and housewives, taught by high school teachers of agriculture and home economics; state pays nominal amount necessary to provide for instruction of adult illiterates out of special state fund, 11,014 students, 222 teachers, in public night schools and Americanization classes, 1931-32, at total cost of \$58,-193.

STATE OF MAINE, Department of Education, Augusta, Me., Bertram E Packard, *state comm. of education*.

State provides 66% per cent of cost of adult classes, under certain conditions; in 1931-32, 11 communities provided adult classes for 3,598 students, taught by 149 teachers; total cost, \$32,637.

STATE OF MARYLAND, Department of Education, Baltimore, Md., Albert S. Cook, *supt.*

State makes no financial provision for adult evening schools; one community provided adult classes 1931-32; 391 teachers, 14,586 students in public night schools and Americanization classes, operating at cost of \$115,237.

COMMONWEALTH OF MASSACHUSETTS, Department of Education, Boston, Mass., Payson Smith, *comm. of education*, James A. Moyer, *dir., division extension education*; E. Everett Clark, *supr. adult alien education*; Mary L. Guyton, *supr. adult alien education*.

State provides 50 per cent of cost of supervision and instruction in adult alien education classes; in 1931-32, 2,163 teachers, 23,698 students in classes in adult alien education, 82,708 enrolled in public evening schools (including evening elementary, high, vocational, and Americanization); total expenditures, \$700,420; Department

maintains close cooperation with Massachusetts State Commission on the Enrichment of Adult Life.

STATE OF MICHIGAN, Department of Public Instruction, Lansing, Mich., Paul F. Voelker, *supt.*

State makes no financial provision for adult education classes; local communities encouraged by state officials to continue and enlarge adult education programs, during 1931-32, 767 teachers, 38,524 students in community-supported night schools and Americanization classes at total cost of \$375,925; extensive state vocational education program.

STATE OF MINNESOTA, Department of Education, St. Paul, Minn., O. R. Sande, *in charge, adult elementary evening schools*.

State pays 50 per cent of each adult class teacher's salary under certain conditions; in 1932-33, 38 communities provided adult classes, enrolling 3,865 students, and employing 127 teachers; total cost \$26,187.

STATE OF MISSISSIPPI, Department of Education, Jackson, Miss., W. F. Bond, *supt. of education*.

State provides no financial support for adult classes; in 1931-32, 188 students, 10 teachers, in community-supported night schools, at total cost of \$1,137.

STATE OF MISSOURI, Department of Education, Jefferson City, Mo., Charles A. Lee, *supt. of public schools*.

State gives support to classes in home economics for adults through vocational home economics funds; evening classes for adults conducted by teachers of vocational agriculture in high schools, as part of their work; 1,547 adults en-

rolled, during 1931-32, 20,537 students, 694 teachers, in public night schools and Americanization classes, at total cost of \$275,200.

STATE OF MONTANA, Department of Public Instruction, Helena, Mont., Elizabeth Ireland, *supt., public instruction.*

Throughout state, local school districts are permitted to use general school funds for evening schools; 15 communities provided adult classes, 1931-32, 434 students, 15 teachers, in public night schools and Americanization classes; total cost, \$1,345.

STATE OF NEBRASKA, Department of Public Instruction, Lincoln, Nebr., Charles W. Taylor, *supt., public instruction.*

State provides total financial support for adult classes; during biennium 1931-33, 18 communities had classes, with registration of 899.

STATE OF NEVADA, Department of Public Instruction, Carson City, Nev., Walter W. Anderson, *supt., public instruction.*

State makes biennial appropriation for evening schools; 3 communities provided adult classes, 1931-32; 92 students in public night schools 1929-30; Trade and Industrial Section of Vocational Education Division conducts part-time courses and evening classes for mining people, in various sections of state.

STATE OF NEW HAMPSHIRE, Department of Education, Concord, N. H., James N. Pringle, *supt. education.*

State makes no appropriation for adult classes; during 1931-32, 2,014 students, 91 teachers, in community-supported public night schools at total cost of \$12,815.

STATE OF NEW JERSEY, Department of Education, Trenton, N. J., William A. Ackerman, *chief, in charge evening schools.*

State finances 50 per cent of cost of evening schools under certain conditions, during 1931-32, 61 communities provided adult classes (enrollment in Americanization classes, 7,558); in 1931-32, 49,015 students, 1,511 teachers, in public evening schools; total cost of instruction, \$919,139.

STATE OF NEW MEXICO, Department of Public Instruction, Santa Fe, N. M., Georgia L. Lusk, *supt., public instruction.*

State gives no financial support to adult classes; during 1931-32 three communities provided adult classes; 776 students, 29 teachers, in Americanization classes and public night schools at total cost of \$3,202.

NEW YORK STATE EDUCATION DEPARTMENT, Adult Education Bureau, Albany, N. Y., W. C. Smith, *chief*; Caroline A. Whipple, *supo.*; Elizabeth A. Woodward, *supo.*; Alfred E. Rejall, *supo.*, Jay R. Crowley, *supo.*

State gives no aid for adult education; small allotment of Federal funds granted for evening home making courses and apprentice training; during 1931-32, 119 communities provided adult classes; total enrollment, 210,276 (immigrant education, 51,671; elementary education, 5,877; academic education, 66,901; commercial, 27,787; industrial, 35,639; home making, 9,705; recreation-health, 9,829; music, 827; miscellaneous, 2,040); in addition, 15,234 persons enrolled in parent education classes; 4,250 teachers engaged in extension work carried on at an approximate cost of \$2,884,103; for further information about Department, see Agricultural Extension.

STATE OF NORTH CAROLINA, Department of Public Instruction, Raleigh, N. C., A. T. Allen, *supt.*

State gives no financial aid to local communities for adult classes; during 1931-32, 17 communities provided adult classes; 712 students, 29 teachers in public evening schools; total cost, \$6,-388.

STATE OF NORTH DAKOTA, Department of Public Instruction, Bismarck, N. D., Arthur E. Thompson, *supt.*

State gives no financial aid to local communities for adult classes; during 1931-32, 4 communities provided adult classes; 339 students, 23 teachers, in Americanization classes and public evening schools at total cost of \$2,580.

STATE OF OHIO, Department of Education, Columbus, Ohio, J. L. Clifton, *dir.*

State gives no financial aid to local communities for adult classes; during 1931-32, 35 communities provided adult classes; 62,313 students, 1,092 teachers, in evening schools and Americanization classes, operated at total cost of \$363,170.

STATE OF OKLAHOMA, Department of Public Instruction, Oklahoma City, Okla., John Vaughan, *supt.*

State gives no financial aid to local communities for adult classes; during 1931-32, 1,455 students, 65 teachers, in night schools and Americanization classes at total cost of \$13,370.

STATE OF OREGON, Department of Public Instruction, Salem, Ore., C. A. Howard, *supt.*

State gives no financial aid to local communities for adult classes; during 1931-32, 3,017 students, 133 teachers

in community-supported evening schools, operated at total cost of \$42,731; classes held in cooperation with Federal Government to train miners for work in gold-bearing area of state.

COMMONWEALTH OF PENNSYLVANIA, Department of Public Instruction, Harrisburg, Pa., A. W. Castle, *dir.*, *extension education.*

State law makes Extension Education part of state program of free public instruction; state gives financial aid to local communities for adult classes on basis of ability and effort ranging from 25 per cent to 75 per cent of minimum salary of teachers, during 1931-32, 64 communities maintained adult classes with enrollments as follows. 37,000 in Americanization classes, 12,000 in home classes for foreign-born mothers, 25,000 in adult elementary classes, 100,000 in evening high school classes, and 1,772 teachers.

STATE OF RHODE ISLAND, Department of Education, Providence, R. I., Emerson L. Adams, *dir.*, *adult education.*

State provides half the funds for adult classes on expenditure by town of \$1,000 or less, and one-fifth of any funds expended between \$1,000 and \$3,500; maximum state reimbursement to any community, \$1,500; during 1932-33, 17 communities provided adult classes; 2,234 enrolled in Americanization classes, 1,704 in parent education classes, and 8,552 in evening schools; total amount of teachers' salaries, \$74,-168.

STATE OF SOUTH CAROLINA, Adult Department, Department of Education, Raleigh, S. C., Wil Lou Gray, *supv.*, *adult department.*

Adult department during 1932-33 fostered two types of schools—night or continuation schools, held mainly for

mill workers, and the Opportunity School at Clemson, a college vacation school for workers; 36 of 46 counties in state had organized adult classes, with enrollment of 8,999 students, 5,175 of whom were over twenty-one; course of study based on everyday needs of pupils, with emphasis on three R's for those who have not completely mastered them; because of financial conditions the lay-by campaign, the program of adult education for rural folk of state, had to be discontinued, during 1933-34, endeavoring to have every school house in state open three nights a week for discussion of economic needs of community by all the people.

STATE OF SOUTH DAKOTA, State Department of Education, Pierre, S. D., I. D. Weeks, *supt.*, *public instruction*.

No funds provided by state to local communities for adult education classes; Americanization work conducted 1932-33; during 1931-32, 524 students, 24 teachers in community-supported evening schools, at total cost of \$5,162; no Americanization work, no appropriation for salaries, or aid to schools will be given during period 1933-35.

STATE OF TENNESSEE, Department of Education, Nashville, Tenn., P. L. Harned, *comm. education*.

State gives no financial aid to local communities for adult classes; during 1931-32, 1,913 students, 55 teachers in night schools at cost of \$8,885.

STATE OF TEXAS, Department of Education, Austin, Texas, S. M. N. Marrs, *supt.*, *public instruction*.

State gives no financial aid to local communities for adult classes; during 1931-32, 8 communities provided adult classes; 12,227 students, 262 teachers enrolled in evening schools and Americanization classes; total cost, \$96,304.

STATE OF UTAH, Department of Public Instruction, Salt Lake City, Utah, Charles H. Skidmore, *supt.*, *public instruction*.

State gives no financial aid to local communities for adult classes; 1,204 students, 45 teachers, enrolled in public evening schools and Americanization classes during 1931-32; total cost of instruction, \$4,910.

STATE OF VERMONT, Department of Education, Montpelier, Vt., Francis L. Bailey, *comm. education*.

State gives no financial aid to local communities for adult classes; during 1931-32, 394 students in evening schools taught by 20 teachers; total cost of instruction, \$12,301.

COMMONWEALTH OF VIRGINIA, Department of Public Instruction, Richmond, Va., Sidney B. Hall, *supt.*

State gives no financial aid to local communities for adult classes; during 1931-32, 6,244 students, 196 teachers, in public night schools, at cost of \$65,200.

STATE OF WASHINGTON, Department of Public Instruction, Olympia, Wash., N. D. Showalter, *supt.*, *public instruction*.

During 1932-33, 107 classes in fields of home economics (child development, parent education, etc.), trades and industries (navigation, radio service, drafting, plan and blueprint reading for men, and pattern drafting, spotting and pressing, and chemistry for women), and agriculture (poultry, dairying, horticulture, marketing, live stock, farm management, etc.) held with enrollment of 2,580; state department supplied services of specialists in parent education who conducted training classes for leaders during month of September in 9 selected centers of state with surrounding communities participating; has en-

couraged back-to-land movement and plans to meet needs of people attempting to farm for first time and those forced to settle in new territories.

STATE OF WEST VIRGINIA, Department of Education, Charleston, W. Va., William C. Cook, *supt., free schools.*

No financial aid given by state to communities for adult classes; during 1931-32, 1,351 students, 76 teachers enrolled in Americanization classes and public evening schools; operated at total cost of \$12,532.

STATE OF WISCONSIN, Department of Education, Madison, Wisc., George P. Hambrecht, *in charge, adult education.*

State appropriates 50 per cent of cost of adult education classes, provided com-

munities match sum; during 1931-32, 43 communities provided adult classes; 58,869 students, 1,181 teachers, in evening schools and Americanization classes; total cost of instruction, \$310,070.

STATE OF WYOMING, Department of Education, Cheyenne, Wyo., Katharine A. Morton, *supt., public instruction.*

State gives financial aid to communities for adult classes by authorizing school district to establish schools and to pay up to 66 $\frac{2}{3}$ per cent of cost out of district general school funds; during 1931-32, 21 communities provided adult schools; 912 students, 52 teachers, in public evening schools and Americanization classes; total cost, \$5,844.

Following are listed some representative programs for adults conducted under the auspices of local public schools during 1932-33. A few private agencies whose work is primarily in the public school field are also included. The list is arranged alphabetically by state and city.

COVINA UNION HIGH SCHOOL DISTRICT, Evening High School, Covina, Calif., V. R. Ross, *prin.*

Conducts courses, chiefly in vocational subjects, for men and women; attendance, 1,100; in cooperation with citizens' committee of representatives of local Chamber of Commerce, Business and Professional Women's Club, parent-teacher associations, etc., has carried on during 1932-33 series of weekly forums of eight meetings each, conducted by speakers drawn from colleges and universities of southern California; classes in millinery and dressmaking and arts and crafts held in outlying sections of school district.

Calif., Elmer C. Jones, *in charge, adult education courses.*

Offers three types of work: special day and evening high school classes, day home making classes, citizenship work and home teaching; evening high school curriculum includes credit courses in liberal arts, practical arts, a civic-social course and a course in trades and industries; special day classes in art, home making, parent education and civic problems, for American and foreign-born women; also special courses of lectures on timely subjects offered occasionally; \$.50 registration fee charged each student attending classes or lectures; registration, 6,726.

LONG BEACH PUBLIC SCHOOLS, Adult Education Department, Long Beach,

Los ANGELES CITY SCHOOLS, 7th floor, Chamber of Commerce Bldg., Los

Angeles, Calif., Harry M. Shafer, *asst. supt.*

Day and evening Americanization classes in written and spoken English and in citizenship for non-English-speaking people; enrollment, 4,197; 427 mothers and fathers enrolled in parent education classes; 53,660 students enrolled in evening classes in vocational and academic subjects covering every field in which students seek information, total enrollment somewhat lower than formerly because of nominal tuition fee now charged (usually \$1); unemployed admitted to all classes, if qualified, the Federal Government, the state and the county, as well as school district, support evening schools.

BOARD OF EDUCATION, Department of Adult Education, Bridgeport, Conn., John T. Wadsworth, *in charge, adult courses.*

Conducts 38 Americanization classes, 6 of which are held in afternoon; subjects taught include English, history, and government of United States; enrollment, 1932-33, 1,030; one instructor gives ten lectures on parent education during year and visits and advises parent-teacher meetings, 85 per cent of curriculum of non-accredited evening high school classes consists of commercial subjects, English, algebra and Italian being only academic subjects taught; registration, 1,200; state pays \$4. for each pupil in average attendance for 75 sessions, which amounts to about 18 per cent of sum expended for evening classes.

NEW HAVEN PUBLIC SCHOOLS, Board of Education, Adult Education Dept., 169 Church St., New Haven, Conn., Catherine Finnegan, *dir.*

Americanization classes in reading, writing, and speaking English, with special emphasis on history and govern-

ment; registration, 1,950, 300 mothers attend school in afternoon for purpose of studying parent education, reading, writing, citizenship, and elementary subjects, 50 men attending citizenship school in morning; state contributes same funds for evening schools as for day schools; personnel service department maintained, with director who advises inquirers on problems of immigration, naturalization, employment, etc.

AMERICANIZATION SCHOOL, 10th and H Sts., N.W., Washington, D. C., Maude E. Aiton, *administrative prin.*

Public school operating under the Board of Education of the District of Columbia; courses offered in English (beginners', intermediate, and advanced), citizenship, typewriting, current topics, United States history, industrial geography, legislative study, mathematics, practical law; also elective courses in music appreciation, band, orchestra and classes in preparation work; citizenship classes prepare students for naturalization examinations; parent education work includes mothers' class twice a week, mothers' sewing groups held each school day and supervised by matron employed to direct nursery and give informal training in child care, branch classes at convenient centers, health lessons, field teaching in more than a hundred homes; also special Budget Luncheon Club to help mothers meet budget problems arising from unemployment; all classes, with exception of special coaching classes, have groups below high school level as well as of high school level; funds for upkeep and teaching staff included in District of Columbia appropriation bill which is enacted by Federal Congress; extra-curricular activities and welfare work financed by Americanization School Association aided by various organizations of city; enrollment, 1931-32, 2,112.

CHICAGO PUBLIC SCHOOLS, 228 No. La Salle St., Chicago, Ill., C. J. Lunak, *asst. supt. of schools*.

Americanization classes, giving instruction in reading, writing, and speaking of the English language, civil government and American history, total attendance, 5,480, parent education classes attended largely by members of parent-teacher associations with teachers furnished by Board of Education, enrollment, 602; 18,035 adults in accredited evening high schools, special classes conducted in shelters for unemployed in subjects requested; State contributes one-half instructional costs for Smith-Hughes classes in accredited evening high schools.

SCHOOL COMMITTEE OF THE CITY OF BOSTON, 15 Beacon St., Boston, Mass., Joseph F. Gould, *dir.*, *evening and summer schools*.

Americanization and parent education classes and classes in English for foreigners conducted throughout entire city as part of evening school organization and of Day School for Immigrants; evening elementary schools established in all sections of city give courses for students desiring diploma similar to that given graduates of elementary day schools; Americanization courses and courses in home economics, Committee conducts no special classes for unemployed; evening class enrollment, 1932-33, as follows: high schools, 8,886; elementary schools, including adult immigrants and illiterate minors, 4,415; trade school, 1,212, Day School for Immigrants, 751; Commonwealth reimburses city to extent of 50 per cent of cost of instruction for classes attended by adult immigrants.

NORWOOD AMERICANIZATION CLASSES, Norwood, Mass., Wilda L. Vose, *dir.*

Beginners' intermediate, and advanced Americanization classes held;

total enrollment, 115; mothers' classes of 30 women meet in homes for instruction in English, cooking, canning, and nursing, during 1932-33 conducted opportunity school for unemployed with educational and recreational provisions; state pays 50 per cent of expenses for Americanization classes and mothers' classes.

DEPARTMENT OF EVENING SCHOOLS AND IMMIGRANT EDUCATION, Room 422, City Hall, Springfield, Mass., Josephine D. Mason, *in charge, adult classes*.

During 1932-33 conducted 27 classes for adult immigrants with enrollment of 613, representing 20 different nationalities; special course developed to teach reading and writing to illiterates; Day School of Immigrants in Continuation School had total enrollment during 1932-33 of 73 students, 46 of whom were adult immigrants learning English; evening classes of high school level offer training in academic, commercial, and trade subjects; 1,997 students enrolled in evening high schools 1932-33; Americanization classes given financial aid by state, 50 per cent of salaries being paid to teachers, principals, and supervisor reimbursed to city treasury by state.

AMERICANIZATION COMMITTEE, Board of Education, Duluth, Minn., May C. Fairbanks, *field sec. and supt. of Americanization and adult education of Duluth Public Schools*.

Committee works with Department of Americanization in Public Schools; attempts to bring about the naturalization of all aliens in city; encourages both foreign-born and native-born adults to attend classes in vocational and cultural subjects offered by public schools and by other organizations; supported by Community Fund.

ST. PAUL PUBLIC SCHOOLS, St. Paul, Minn., W. H. Orme, *in charge*, *adult classes*.

Conducts 20 day-time and 2 evening Americanization classes in English and citizenship; total attendance, 297.

ST. LOUIS EVENING SCHOOLS, St. Louis, Mo., B. G. Shackelford, *asst. supt.*

Enrollment of 297 in English and citizenship classes conducted in elementary schools throughout city; all regular high school subjects offered in accredited evening high school classes; enrollment, 3,242, enrollment in vocational and commercial classes, 12,882, a few classes leading to graduation in elementary school given in connection with evening school work; although no special classes offered unemployed they are generally invited to evening schools; evening schools financed by Board of Education through appropriation from general education fund.

BOARD OF EDUCATION, Omaha, Nebr., Leon O. Smith, *asst. supt.*

Department of Vocational Education offers 259 classes in adult home making including art in home and clothing, child care and development, food preparation, gardening, budgets and home management; enrollment, 1932-33, 4,363; also 41 trade extension classes including dietetics, psychology, public health, anatomy for nurses, radio service, with 688 enrolled.

BOARD OF EDUCATION, Buffalo, N. Y., George E. Smith, *supo.*, *extension education*.

Americanization classes in reading, writing, and speaking English and in citizenship; parent education classes, including about 1,800 people, mostly women with foreign background, given instruction in reading, writing, and

speaking English, with special emphasis on child care, health rules, etc.; from 7,000 to 9,000 men and women receiving instruction in evening elementary schools in business and commercial subjects, speaking, music, gymnasium work, shop work, and preparatory instruction for admission to high school; nearly 3,000 persons taking non-credit high school courses; educational program for unemployed in operation for two years, with classes taught by over 100 teachers in virtually every subject demanded by sufficient number of unemployed; state gives city no direct financial aid for extension classes, except for classes for the unemployed.

CIVIC COMMITTEE FOR ADULT LITERACY, 96th St. Branch, New York Public Library, 112 E. 96th St., New York, N. Y., Helen Winkler, *dir.*

Aims to promote the establishment of all-day and evening school opportunities for educationally and vocationally underprivileged industrial workers as an integral part of public school systems; to enable illiterates to acquire knowledge of reading and writing English and of arithmetic, as prerequisites to acquisitions of industrial adaptability and skills necessary to meet constantly changing demands of industry and labor market; to serve educationally and vocationally workers constantly being displaced by industrial changes, those in need of training for new occupations, and persons on part-time or night work and seasonally unemployed seeking training for slack season jobs; and to enable non-citizens to acquire working knowledge of the English language, history and civics needed for citizenship and franchise; publishes *An Experiment in Adult Education—Training for the Unemployed in the New York City Continuation Schools*, \$.15, and *Making the Schools an Increasing Factor in*

Diminishing Unemployment (reprint from *The American City*), \$.05, by Helen Winkler.

NUMBER 9 EVENING SCHOOL, 261 Joseph Ave., Rochester, N. Y., George A. McNeill, *in charge*, adult classes.

Classes in English for foreigners, enrollment, 312; 648 attending classes in citizenship, over 40 teachers employed and over 1,200 adults registered in classes in industrial, mechanical and academic subjects, in home economics, commerce, music, and English for foreigners; free Collegiate Center formed under College of Forestry of Syracuse University and financed by local Work Relief Bureau; funds for classes for unemployed received from Reconstruction Finance Corporation.

CLEVELAND BOARD OF EDUCATION, Division of Adult Education, Board of Education Administration Bldg., Cleveland, Ohio, J. A. Pierce, *dir.*

Offers 79 Americanization classes one or two afternoons a week in school buildings, libraries, settlement houses, etc., for mothers, attendance, 1,876, 91 evening elementary classes, meeting two evenings a week for two hours an evening, have enrollment of 2,254; accredited and non-accredited evening high school classes on technical, commercial, and some academic subjects; 3,552 adults enrolled in 215 accredited classes and 2,935 in 133 non-credit classes; some financial assistance given city for non-accredited classes under Smith-Hughes Law.

DIVISION OF SCHOOL EXTENSION, Administration Bldg., 21st St. and Parkway, Philadelphia, Pa., Wm. H. Welsh, *dir.*

Day and evening classes in English and citizenship are conducted in schools, neighborhood centers, and homes,

classes meet during day and evening hours; total enrollment, 1932-33, 2,700, two schools of elementary grade level maintained, attended by colored men and women, at which short intensive courses and courses in preparation for admission to standard evening high school are offered; enrollment, 1,256; Central Evening High School, which gives courses in all subjects offered in day schools, is state accredited secondary school and under state law credits earned there are accepted in all state institutions on par with credits earned in day high schools, enrollment, 2,500; 13 non-accredited evening high schools in city offer courses in commercial, industrial, home making, general education, recreational and miscellaneous fields; enrollment for year, 17,540; no special program for unemployed, although some day classes give intensive training in specific fields (filing, stenography and typewriting, etc.); state and Federal aid received by city for all Smith-Hughes trade extension and home making classes.

PITTSBURGH PUBLIC SCHOOLS, Pittsburgh, Pa, Coit R. Hoechst, *dir.*, *ext. education.*

Americanization taught through evening schools, special day schools and classes in homes; enrollment, 2,182; one class in parent education; enrollment, 27, 31 elementary classes in 9 schools with enrollment of 928; non-accredited evening high school classes in academic, trade and recreational subjects in 13 schools; enrollment, 8,260, 3 Smith-Hughes trade classes; attendance, 1,538; summer trade school for unemployed, attendance, 1,190, accredited evening high school for adults, 1,701.

PUBLIC EVENING SCHOOLS, Dallas, Texas, J. O. Mahoney, *dir.*

English and Americanization classes with total enrollment of 154 students

held for foreigners at 3 centers; classes conducted in elementary subjects covering work from third to seventh grade; enrollment, 167; non-accredited evening high school classes in home economics, shop work and art; enrollment, 972; special day classes held during summer of 1933 for unemployed, about one-third of students attending night school are without employment and since small fees, usually \$1 to \$3, are charged for courses there has been a decrease in attendance because of inability of students to pay fees and carfare; total enrollment, all classes 1932-33, 5,115; state gives financial assistance to city for vocational classes meeting requirements of Smith-Hughes law.

SEATTLE PUBLIC SCHOOLS, Broadway Evening School, Seattle, Wash., C. R. Frazier, *asst. supt.*

Americanization classes offered two evenings a week during six months of year in regular evening school; afternoon classes for foreign mothers maintained throughout year if demand warrants; naturalization classes offered two evenings per week throughout year, series of lectures to parents of pre-adolescent and adolescent children given annually by director of child study department of Seattle Public Schools; in addition, parent study groups meet regularly; evening classes of high school level and below maintained for two terms of three months each between October and April; regular evening school includes many subjects of secondary grade, as well as courses for which credit is given; 700 free scholarships (i.e., non-tuition) provided for unemployed; afternoon classes taught by volunteer instructors also provided; state gives financial aid on basis of attendance (\$.08 per session), balance of operating cost secured from nominal enrollment and laboratory fees; no city tax money used

except for light, heat, and use of buildings.

See also the following agencies listed under National Organizations:

UNITED STATES DEPARTMENT OF AGRICULTURE

UNITED STATES OFFICE OF EDUCATION

and

DES MOINES FORUM, p. 65.

Also the following articles:

AGRICULTURAL EXTENSION, p. 1.

UNIVERSITY EXTENSION, p. 254.

VOCATIONAL GUIDANCE, p. 288.

VOCATIONAL REHABILITATION OF PHYSICALLY HANDICAPPED ADULTS, p. 294.

READING LIST

Alderman, L. R., and E. C. Lombard.

Adult Education. Chap. XII, Biennial Survey of Education in the United States, 1928-1930. U. S. Office of Education Bulletin, No. 20. Washington, D. C., 1931. 38 p.

Deals with public education of adults, especially with developments of the work during the decade 1920-1930. Gives an account of rehabilitation work by states and brief notes on university extension and alumni education. Miss Lombard gives a survey of the progress that has been made in the field of child development and parent education.

Friese, J. F. The Cosmopolitan Evening School, Organization and Administration. Century, 1929, 388 p.

Emphasizes the importance of adult education. The author thinks the cosmopolitan evening school is an "opportunity school," in the true sense of the word, for the older citizens. It provides opportunities for citizens to increase their efficiency and for the schools to serve the com-

munity. Discusses all the important problems of the evening school and the place that the public school plays in the movement for adult education.

Grace, A. G. *Mental Ability of Adults as Related to Adult Interests, Needs and Activities*. Cleveland Board of Education, Cleveland, Ohio, 1930. 213 p. (mimeographed).

A detailed report of the work in adult education carried on by the Cleveland Board of Education. The philosophy of adult education is discussed, and budget programs, time schedules, organization and administration outlined.

Gray, W. S., Wil Lou Gray, and J. W. Tilton. *The Opportunity Schools of South Carolina*. American Association for Adult Education, 1932, 141 p.

An experimental study conducted by the State Department of Educa-

tion of South Carolina to determine the progress of adults of limited education when favorable conditions are provided, and the limitations of instruction for students of different levels of capacity.

Swift, F. H., and J. W. Studebaker. *What is This Opportunity School?* American Association for Adult Education, 1932, 87 p.

An account of the history of the Denver Opportunity School, which was founded in 1916, a complete examination of its curriculum and student body, together with a careful study of its finances, and a discussion of its relation to the public school system of Denver. Prepared for the American Association for Adult Education as a "contribution to attempts which are being made to ameliorate unemployment."

PUPPETS IN ADULT EDUCATION

Adults in America have recently rediscovered in the puppet show a form of entertainment and education which for hundreds of years has pleased European audiences. Puppets are native to almost every European country. In the churches of the Middle Ages marionettes or "little Marys," were used at the altar to make scenes from the Bible vivid and mysterious to the unlettered. Russian peasants have always enjoyed "Petrushkas" who traveled over the countryside in a gay show, and Soviet officials cleverly capitalized on that interest by devising a "Red Petrushka" to teach the principle of the new government.

The term "puppet" is general and applies to all kinds of figures animated for dramatic use. A puppet may be worked on the hand, when it is called a "guignol," or on strings when it is called a "marionette." While a puppet is apparently under the complete control of the puppeteer, he becomes so real in the mind of the spectator that he gives out the feeling that he is an independent individual. This is more than an illusion. Gordon Craig has called puppets "men without ego."

An interest in puppetry in America has been developed through contact with foreign groups. Notable among the pioneers in the professional field in this country are Ellen Van Volkenburg, Tony Sarg, and Remo Bufano. Their work in the presentation of excellent plays with finely designed figures ranging from the smallest possible size to heroic puppets for grand opera is a source of great stimulation to the amateur.

In the educational field, there are only a few colleges and universities using puppets. The Department of English of the Washington Square College of New York University has used marionettes to illustrate play production in the Elizabethan era. The fine arts departments of educational institutions have been slow to realize the value of an active miniature theater for correlating the arts of design, color, and form.

Occupational therapists in several hospitals have found puppetry very helpful. A new method of lip-reading for the adult deafened that requires training in body rhythm as an important aid to speech education includes the manipulation of an especially designed stringed figure.

The making and manipulating of puppets combine art and me-

chanics; body rhythm and emotions are correlated and translated by the puppeteer to the audience through the strings.

—CATHERINE F. REIGHARD, *Director*,
The Puppet Players.

Following are some of the adult groups using puppets for recreational and educational purposes:

BROOKLYN STATE HOSPITAL, Occupational Therapy Department, 681 Clarkson St., Brooklyn, N. Y., Susan Wilson.

Several puppet shows a year, planned and executed by patients as part of work in occupational therapy.

HAYES PUPPETEERS, South Hadley, Mass., Janet Card Hayes.

Group adapted play for marionettes, designed and constructed scenery, costumes, and puppets; has given several performances.

The following educational institutions offer puppet work. This list is arranged alphabetically by institution.

ANTIOCH PUPPETEERS, Antioch College, Yellow Springs, Ohio, George Wells.

Small group of students experimenting with traveling puppet show.

UNIVERSITY OF CALIFORNIA, Extension Division, Berkeley, Calif.

Courses in construction, costuming, scenery and devices, stage and lighting, properties and effects, with emphasis on hand-puppets; also advanced course providing for further practice in producing plays for hand-puppets, marionettes or shadow figures; for further information about program of Division, see article on University Extension.

COLLEGE OF THE CITY OF DETROIT, Detroit, Mich., Paul McPharlin.

Evening classes in puppetry with instruction in making and manipulating marionettes.

MILLS COLLEGE, Oakland, Calif., Perry Dille.

Classes in puppetry, including designing and technique of making and manipulating marionettes.

TEMPLE UNIVERSITY, Teachers College, Philadelphia, Pa., Helen D. Smiley, *dir.*

Courses in construction of stringed figures; manipulation of figures; stage construction; properties and scenery; lighting; costuming; playwriting for marionettes; directing, etc.; enrollment, 10-20.

UNIVERSITY OF WASHINGTON, Extension Division, Seattle, Wash., John Ashby Conway.

Class in Theatre Workshop study technique of making and manipulating string marionettes and Greco-Turkish and Japanese types of shadow puppets; students mainly grade and high school teachers; for further information about extension program of University, see article on University Extension.

YPSILANTI NORMAL COLLEGE, Department of Speech Education, Ypsilanti, Mich., Bessie Whitaker, Anna M. Burger.

Marionettes used to develop sense of rhythm in teaching of lip reading.

READING LIST

Bufano, Remo. Be a Puppet Showman. Century, 1933.

Designed for those who wish to

build and give a puppet show. Well illustrated with cuts of construction processes and finished products.

McPharlin, Paul. Puppetry Yearbook, 1933. Paul McPharlin, Birmingham, Mich.

The fourth international yearbook of puppets and marionettes. Among its many pictures is a selection of the puppet scenes exhibited during the Century of Progress Exposition.

THE RADIO IN ADULT EDUCATION

Although there had been a considerable amount of experimental broadcasting by educators and educational institutions previous to 1929, a comprehensive survey of the field was not undertaken until that year, when two studies were begun, one—a fact-finding survey—made by a Committee on Radio appointed by the Secretary of the Interior, the other—an analytical study—conducted by the American Association for Adult Education. The two organizations cooperated closely.

In the spring of 1930 the survey made by the Association was published under the title, *Education Tunes In*. It included an analysis of radio broadcasting conducted in educational institutions, and, in addition, program analyses by correspondents of the Association in the dozen or more broadcasting districts into which the United States was divided for the purposes of the study. In the course of the study, it became evident that some constructive plan must of necessity be advanced if an effort were to be made on the part of those interested in education to meet the requirements of the listening public. A small group of educators met to discuss the broadcasting situation, and to find out whether anything could be done to utilize radio more generally as an instrument in education. This group was enlarged by subsequent meetings to include representatives of education, government, industry, and the general public. As a result, the National Advisory Council on Radio in Education grew out of these meetings with the declared purpose of promoting the effective utilization of the art of broadcasting in the general field of adult education. About a year later, the National Committee on Education by Radio, an organization working in the educational field chiefly with schools, was formed. A note about the program of the Committee appears on p. 331.

It will always be difficult to make a complete and at the same time up-to-date catalog of educational broadcasts in the United States, chiefly because there is no centralized agency for broadcast programs, and because conditions in broadcasting are subject to constant change and adjustment. There are approximately six hundred stations in this country, each of which is a unit unto itself in so far as program production is concerned. Each is required by the Federal Radio Act to broadcast "in the public interest" and each station manager interprets "public

interest" as he chooses. To add to the difficulty, education in the United States has operated traditionally and actually under a system of state autonomy, and since broadcasting recognizes no geographical limitations such as state boundaries, it is impossible to rely upon the usual educational machinery for information.

Since public broadcasting started in America in 1920, between 100 and 200 educational stations owned and operated by educational institutions of various types have been licensed. Stations in this classification have had a difficult time maintaining themselves during the last few years, since no method of operation has been devised that will guarantee their existence. Less than fifty now survive. Many of these have been pioneers in broadcasting and have produced notable educational programs.

The National Advisory Council on Radio in Education is at present engaged in compiling a summary of the history of these stations and of the types of programs they have produced. A list of educational stations now in existence, together with a brief description of their programs follows this article.

In addition to broadcasts by educational stations, a wide variety of programs that may be classified as educational have been presented by national networks and by individual stations. Some of them are ephemeral in character, but many have continued for a number of seasons and have large audiences.

Early in 1933, Cline M. Koon of the United States Office of Education, and the National Advisory Council on Radio in Education compiled a list of national voluntary organizations with public service objectives that had utilized broadcasting. It was discovered that there were at least forty-five such organizations that broadcast regularly, among them the following: American Child Health Association, American Council of the Institute of Pacific Relations, American Farm Bureau Federation, American Medical Association, The Brookings Institution, Child Study Association of America, Federal Council of the Churches of Christ in America, Foreign Policy Association, National Advisory Council on Radio in Education, National Association for the Advancement of Colored People, National Council of Parent Education, National Council of Women of the United States, National Education Association, National Federation of Music Clubs, National Kindergarten Association, National League for American Citizenship, National League of Women Voters, National Recreation Association, National Urban League, National Vocational Guidance Association, Personnel Research Federation, Science Service, and the Young Men's

Christian Association of the United States. (A complete statement of the adult education programs of these organizations appears under National Organizations.) In addition, there are at least seventy-six other national public service organizations that broadcast occasionally, and approximately fifty other such organizations that have indicated that they would use the air if a means could be provided for meeting program expenses.

In surprisingly few cases has an effort been made by either commercial or educational broadcasters to make educational programs of permanent value or to prepare the audience for intelligent listening. Only a few programs provide printed material for study after the broadcast or reading lists and outlines for the use of the listener both before and after the talk. Only a relatively small number of listeners' groups, meeting for the purpose of hearing and discussing the lecture under competent direction, are in existence. Even such an obvious aid to methodical listening as a regular day and hour for a series of broadcasts is frequently overlooked. The success of such notable programs as the Damrosch Music Appreciation Hour, the American School of the Air, the broadcasts of the Foreign Policy Association, the National League of Women Voters, and the National Advisory Council on Radio in Education have demonstrated the value of carefully planning not only the program itself, but also those aids to listening which insure a well prepared and intelligently critical audience.

—LEVERING TYSON, *Director*,
National Advisory Council
on Radio in Education

Following is a list of broadcasting stations operated by educational institutions and classified as educational. The National Broadcasting Company, 30 Rockefeller Plaza, New York City, and the Columbia Broadcasting Company, 485 Madison Avenue, New York City, will supply information about educational programs broadcast on their networks. The reader is also referred to the list of organizations in the above article which have utilized broadcasting in promoting their programs. The list is arranged alphabetically by state.

WCAC—250 watts, Connecticut State College, Storrs, Conn., B. W. Ellis, *dir.*

Operates approximately two hours daily; broadcasts on music, dressmaking, news, science, education, engineering, English, medicine, government, agriculture and poultry farming, German, French, child health, and psychology.

WRUF—5000 watts, University of Florida, Gainesville, Fla., Garland Powell, *dir.*

Operates approximately twelve hours daily; half of program devoted to educational material; broadcasts on music appreciation, public health, public safety, agriculture, home economics, cooking, books, pharmacy, economics,

and news, publishes manual for music appreciation course for high schools.

WJTL—100 watts, Oglethorpe University, Oglethorpe, Ga., David Brinkmoeller, *mgr.*

Although operated by University, carries commercial programs; broadcasts regular college courses in German, Spanish, French, music, history, literature, psychology, sociology, economics, and religion, which, together with certain written work, will be credited towards college degree.

WILL—500 watts daytime, 250 watts nighttime, University of Illinois, Urbana, Ill., Joseph F. Wright, *dir.*

Operates approximately three and a quarter hours daily; educational broadcasts on sociology, agriculture, philosophy, French, sports, history, medicine, business law, music, home economics, and literature.

WBAA—500 watts, Purdue University, Lafayette, Ind., J. W. Stafford, *mgr.*

Operates approximately two hours per week; broadcasts short talks on agriculture, history, biology, education, law, and accounting.

WOI—5000 watts, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, R. K. Bliss, *dir.*

Operates approximately nine hours daily; educational broadcasts on news, home economics, mechanics, history, sports, vocational education, government, music, agriculture, science, economics, child study, public health, landscape architecture, public safety; has library of more than a thousand phonograph records of "classical or semiclassical" music from which selections are made

for daily program; since 1930 over 1,200 persons have borrowed books at nominal fee, from Radio Book Club sponsored by College Library and station.

WSUI—500 watts, University of Iowa, Iowa City, Iowa, Carl Menzer, *dir.*

Operates approximately ten hours daily; broadcasts on history, music, art, public health, psychology, child welfare, literature, economics, news, business, science, travel, government, sociology, and astronomy.

KFKU—500 watts, University of Kansas, Lawrence, Kansas, Harold G. Ingham, *dir.*

Operates approximately one hour daily; broadcasts on following subjects: French, music, education, journalism, history, political science, German, athletics, literature, and adult education.

KSAC—1000 watts daytime; 500 watts nighttime, Kansas State College, Manhattan, Kansas, L. L. Longsdorf, *program mgr.*

Operates approximately three and a half hours daily; occasional broadcasts for farm groups with motion pictures shown concurrently with broadcasts on following subjects: agriculture, health, vocational education, home economics, music appreciation, government, art, engineering.

WKAR—1000 watts, daytime only, Michigan State College, East Lansing, Mich.

Broadcasts on all branches of agriculture, home economics, chemistry, health, history, sociology, education, speech, economics, literature, government, and biology.

WLB—1000 watts, University of Minnesota, Minneapolis, Minn., Haldor B. Gislason, *dir.*

Operates approximately two hours per day; educational broadcasts on music, German, French, Spanish, economics, history, world affairs, child welfare, sports, and adult education.

WCAL—1000 watts, St. Olaf College, Northfield, Minn., Martin Hegland, *dir.*

Operates approximately one hour daily; broadcasts on music, education, religious subjects, and political science.

WEW—1000 watts, St. Louis University, St. Louis, Mo.

Operates approximately ten hours daily; broadcasts mostly entertainment, a few educational programs on music, child welfare, literature, dramatic expression, home economics, law, French, and public affairs.

WCAJ—500 watts, Nebraska Wesleyan University, Lincoln, Nebr., J. C. Jensen, *station dir.*

Operates approximately two and a half hours daily; broadcasts on religion, political science, law, music, public health, English, education, citizenship, psychology, and economics.

KOB—10,000 watts, University of New Mexico, Albuquerque, N. M., E. C. Hollinger, *chmn., radio committee.*

Station leased to Albuquerque *Journal* with contract giving time for daily educational broadcasts to the University; operated commercially.

WSVS—50 watts, Seneca Vocational High School, 666 East Delaware Ave., Buffalo, N. Y., Elmer S. Pierce, *dir.*

Operates approximately two and a half hours daily; broadcasts on art, health, astronomy, literature, education, science, zoology, history, and travel.

WCAD—500 watts, St. Lawrence University, Canton, N. Y., H. K. Borgman, *operator.*

Operates approximately one and a half hours daily; broadcasts on forestry, agriculture, health, history, science, meteorology, law, economics, and English.

WESG—1000 watts, New York State College of Agriculture, Cornell University, Ithaca, N. Y., Charles A. Taylor, *dir.*

Operates approximately one hour daily; broadcasts almost entirely on farming, including farm management, agricultural engineering, forestry, business and marketing, animal husbandry, fruit, crops and soils, rural education, etc.

WEAO—750 watts, Ohio State University, Columbus, Ohio, Robert C. Higgy, *dir.*

Operates approximately seven hours daily; educational broadcasts on Spanish, French, Italian, history, civil government, vocational guidance, English, business, geography, engineering, education, home economics, agriculture, nature, botany, literature, health and medicine, music, science, and current events.

WNAD—500 watts, University of Oklahoma, Norman, Okla., T. M. Beard, *dir.*

Operates approximately two hours three or four days per week; broadcasts

on astronomy, literature, engineering, art, education, journalism, political science, geology, medicine, music.

KOAC—1000 watts, Oregon State Agricultural College, Corvallis, Ore., W. L. Kadderly, *program dir.*

Operates approximately twelve hours daily; educational broadcasts on following subjects: news, agriculture, horticulture, public safety, foreign customs, music, shorthand, home economics, engineering, interior decoration, dentistry, law, and political science.

KBPS—100 watts, Benson Polytechnic School, Portland, Ore., W. D. Allingham, *mgr.*

Operates approximately three hours daily; time given to public organizations such as National Congress of Parents and Teachers, Oregon Music Teachers Association, Public Health Bureau, etc.; also broadcasts programs from Reed College, Science Department.

KFDY—1000 watts, South Dakota State College, Brookings, S. D., S. W. Jones, *extension radio specialist.*

Operates one and a half hours daily; broadcasts on music appreciation, home economics, agriculture, horticulture, and education.

KUSD—500 watts, University of South Dakota, Vermillion, S. D., B. B. Brackett, *dir.*

Operates approximately one hour three times per week; talks on music, economics, chemistry, history, psychology, Greek, Spanish, law, education, literature, health.

WTAU—500 watts, Agricultural and Mechanical College of Texas, College Station, Texas, E. P. Humbert, *dir.*

Broadcasts short talks on agriculture and engineering.

KWSG—2000 watts daytime; 1000 watts nighttime, State College of Washington, Pullman, Wash., Frank F. Nalder, *chmn., faculty radio committee.*

Operates approximately twelve hours daily, educational broadcasts on agriculture, literature, physical education, science, home economics, music, child welfare, engineering, and economics.

WHA—1000 watts, University of Wisconsin, Madison, Wisc., H. B. McCarty, *dir.*

Operates approximately two and a half hours daily; talks on agriculture, geography, art, music, public safety, home economics, history, science, nature study, geology, and botany.

See also following organizations listed under National Organizations:

NATIONAL ADVISORY COUNCIL ON RADIO
IN EDUCATION
THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

READING LIST

Institute for Education by Radio. Education on the Air. Yearbooks, 1930, 1931, and 1932. Columbus, Bureau of Educational Research, Ohio State University.

Report of discussions of educators and broadcasters on various aspects of radio and education.

Lingel, Robert. A Bibliography of Education by Radio. University of Chicago Press, 1932. 147 p.

An extensive, annotated bibliography on education by radio in the United States.

National Advisory Council on Radio in Education. Present and Impending Applications to Education of Radio

and Allied Arts. National Advisory Council on Radio in Education, 1931. 94 p.

An explanation of the system of broadcasting in the United States. This is one of the Information Series prepared for the Council. Other booklets available are: *The Broadcaster and the Librarian*; *Research Problems in Radio Education, etc.*

———. Radio in Education. 1931, 1932, and 1933. University of Chicago Press.

Proceedings of annual meetings.

Perry, Armstrong. Radio and Education. Biennial Survey of Education in the United States, 1928-1930. Chap. XVIII. Washington, D. C., United States Office of Education, Bulletin 1931, No. 20. 23 p.

Covers origin of broadcasting, contributions of amateurs, college broadcasting and broadcasting to schools.

Tyson, Levering. Education Tunes In. American Association for Adult Education, 1930. 119 p. Out of print.

A study of radio broadcasting in adult education.

THE PLACE OF RECREATION IN ADULT EDUCATION

The recreation movement is based on the assumption that recreation, broadly conceived, is a necessary part of living and a vital element of integrated personality. Under this assumption, recreation implies creation and personal expression as well as renewal, refreshment, satisfaction, and joy. The spirit of play which may lighten and brighten work as well as leisure is held to be fundamental. As a corollary to these views it is held that the modern community should provide adequate recreational training facilities and opportunities for all its people.

The National Recreation Association, which functions as a national clearing house and training center, stresses the simple, unsophisticated satisfactions of free time. It fosters the games, sports, music, dances, drama, arts, crafts, camping, nature activities, holiday celebrations, historical pageants, and other activities which have their roots in folkways and race-old pursuits that have given color and inspiration to the life of man from the earliest times. The Association is affiliated with municipal recreation commissions or departments, park boards, and boards of education, the principal agencies of public recreation. Its services are given through the field work of men and women who study local needs, serve as consultants to recreation executives and boards, assist in campaigns, and conduct training classes; through correspondence services in drama, music, and general recreation activities; through studies and surveys; and through the publication of the magazine, *Recreation*, bulletins, pamphlets, and books. Institutes covering crafts, drama, folk dancing and games are conducted among several thousand adults in rural districts annually in cooperation with the United States Department of Agriculture. A further description of the activities of the Association appears on page 338.

Since 1906 the number of communities reporting organized public recreation has increased from 41 to 1,012. The estimated total attendance of adults at outdoor playgrounds in 1932 was in excess of 55,000,000 and at indoor recreation centers in drama, music, athletic and craft activities, 75,000,000. More than 1,916,850 individuals participated in the following league sports: baseball, basketball, bowling, field hockey, football, horseshoes, ice hockey, playground ball, soccer, tennis, and

volley ball. (The participants in fifteen Canadian cities are included in these statistics.) Other popular activities were folk dancing, handcrafts, social dancing, community singing, plays, puppetry, pageants, art, water sports, and hiking. Interest in municipal golf, tennis, and winter sports has increased rapidly during the last few years.

Municipal and county recreation agencies have secured and developed water-fronts, playgrounds, athletic fields, bathing beaches, camp sites, winter sports areas, and other facilities for outdoor life. Chicago has set a high standard in its park and water-front development. The Los Angeles Department of Playgrounds and Recreation conducts six, Oakland five, and a number of other California communities, one or more municipal camps.

Community recreation programs have developed around group participation. The athletic team, hiking club, chorus, orchestra, drama group, and craft club are typical recreation units. Particular emphasis is put on the securing and training of leaders who are individuals of understanding, enthusiasm, and skill.

The total cost of public recreation to taxpayers was in 1931 one per cent of all local government costs. The unit cost of participation at a playground was less than five cents.

The encouragement of family recreation, drawing out the recreational arts of the foreign-speaking residents in the large cities, and the organization of amateur community orchestras are notable recent trends. For a number of years Boston Community Service and allied agencies have sponsored international festivals of music, drama, and dancing. Cleveland conducts expositions of the arts and crafts, and tournaments in the folk drama and dances of its numerous foreign language groups. Oakland and Los Angeles, California, and Reading, Pennsylvania, are among those cities that have given special assistance to families in the promotion of home recreation. There are at least one hundred cities which have a non-profit-making community orchestra of thirty or more players.

The humanizing effects of the recreation movement on community institutions have been substantial. The emphasis in the use of parks is shifting from the passive enjoyment of scenery to the maximum use of areas in active recreation. The new concept of park functions has resulted in the establishment of athletic and water sports areas, field houses, tennis courts, and golf courses, as well as children's playgrounds—with no loss, however, to park beauty. Minneapolis is notable not only for the fact that it possesses one acre of parks for every eighty residents,

but also for the number, distribution, beauty, and use of its park areas. Birmingham with eighty-six and Indianapolis with seventy-five tennis courts are representative of the increasing facilities for the popular sport of tennis. A number of county park commissions, particularly those in Essex County and Union County, New Jersey, and Westchester County, New York, have made extensive provision for recreational activities. These commissions offer tennis, lawn bowling, golf, winter sports, football, baseball, field and track events, swimming, cricket, soccer, field hockey, quoits, fishing, boating, canoeing, riding, archery, and even shooting. They have set aside extensive reservations for public use. Oglebay Park, near Wheeling, West Virginia, has developed a systematic program of hiking, picnicking, and nature study.

With its interest in the creative and its emphasis on adult participation, the recreation movement has influenced gradual changes in the construction of school buildings which now include gymnasiums, swimming pools, and play fields. The first floors of two new school buildings in Newark, New Jersey, are designed as complete recreation units which may be set off from the rest of the buildings.

Recreation leaders have encouraged the use of schools by the community. The National Recreation Association's *Yearbook* for 1932 reported 1,932 indoor recreation centers in 245 cities. At 1,249 of these the attendances for the season totaled 15,144,831. Both school and non-school centers are included. One hundred and eighteen school buildings in New York City are used as community centers on an average of three times a week. However, the growth of school recreation centers has been very slow. In some cities where the centers are outstanding, for example Chicago, Newark, and Milwaukee, the school community centers are neighborhood institutions closely integrated with the community life through councils, program outreach, and the relation of leaders to individual families.

The influence of the movement on city planning is apparent not only in the inclusion of parks, parkways, and boulevards, but also of sports areas and recreation buildings. Some hundreds of real estate subdividers have set aside considerable percentages of their developments, sometimes as great as 10 per cent, for recreation purposes. Radburn, the model residential community in northern New Jersey, provides extensively for tennis, swimming, and other forms of recreation for adults. (See p. 47 for a further description of the program of this community.)

Municipal and county governments are, of course, not the only

agencies providing recreation for adults. Membership and semi-public institutions privately administered also serve large numbers. The social settlements are important, particularly among less privileged individuals. During the period 1925-29 they reported a striking development of interest in pottery, modeling, drawing, and embroidery. Their needlecraft shops encourage foreign-born women to preserve skills learned abroad in the use of the needle. Athletics, drama, social dancing and clubs hold established places in the settlement program. The most important settlement functions, however, are not the promotion of activities, but rather the fostering of "free association between individuals and groups" and laboratory work in recreation, civics, and health.

The Christian associations and the Jewish community centers, including the Y.M.H.A. and the Y.W.H.A., are also notable for their adult recreation activities. Their programs include not only a very wide range of physical recreation but also more social features such as music, drama, social dancing, hiking, camping, and archery. In many communities the Christian associations promote activities among non-members, particularly inter-church groups and industrial workers. The trend in these membership agencies is more and more toward a socialized recreational program in which the men participate with the women.

Many churches have become keenly interested in recreation. Numbers have gymnasiums and other facilities. Drama, games, and social recreation are emphasized, and a few employ recreation directors. Some of the best literature on methods has been produced by church recreation leaders. Numerous volunteers from the churches have been trained in classes conducted by the Y.M.C.A. and municipal recreation departments.

Despite rapid progress during the last quarter century, the public recreation movement reaches only a part of the population on an intensive basis. As to outdoor facilities, most of the cities in every population group fall short of reaching the standard of one acre of permanent open space to every hundred of the population. Among a people inadequately trained for leisure the grip of commercialized amusements which are neutral if not degrading in character is still very powerful. However, with the industrial depression focusing attention on widespread unemployment and opening up a prospect of a large increase in leisure, the public is rapidly awakening to the necessity of forms of recreation in which it can actively participate. At the moment the demands on public facilities have increased enormously. The prospect is

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that with improved industrial conditions, local and county governments will extensively broaden their provision for recreation.

—WEAVER PANGBORN,
Director of Educational Publicity,
National Recreation Association.

The following list of recreational opportunities for adults includes a number of the most extensive and effective programs in the United States, but it by no means exhausts the roll of communities having excellent facilities. With few exceptions, the agencies listed are municipal or county. They are arranged alphabetically by state and city.

PARK AND RECREATION BOARD, 424 City Hall, Birmingham, Ala., R. S. Marshall, *supt.*

Strangers' Club gives instruction to five groups in basket weaving, decorating, photo-tinting, china and glass painting, making of hooked rugs, and work in metals and other mediums; Board conducts activities in five recreation buildings for white people and in three indoor centers for Negroes; makes provision for all athletic sports, folk dancing, handicrafts, holiday celebrations, water sports, and musical activities in parks, athletic fields, and playgrounds.

DEPARTMENT OF PLAYGROUNDS AND RECREATION, City Hall, Los Angeles, Calif., Raymond E. Hoyt, *supt.*

Department provides aquatics (including classes in life saving, diving, and swimming; 16 swimming pools and 4 beaches), archery, baseball, basketball, bocci, cricket, croquet, drama activities (including puppetry, plays, and pageants), fronton (played by Mexican groups), folk dancing, golf, handball, hikes, home play service, lawn bowling, 90 musical groups (choral societies, operetta, community bands, orchestras, Mexican choruses, Negro choruses), 6 mountain camps, picnic service, recreational activities for industrial employees, roque, soccer, tamborella (Italian groups), tennis, track, and field sports;

conference for play leaders of private agencies.

DEPARTMENT OF RECREATION CAMPS AND PLAYGROUNDS, Los Angeles County, Room 301, 240 So. Broadway, Los Angeles, Calif., James K. Reid, *supt.*

Provides two mountain camps, bathing beaches; winter sports (53,150 different participants during 1932 season), water sports, nature study, motion pictures, community singing, drama, handcraft, hiking, and holiday celebrations.

DEPARTMENT OF PARKS AND RECREATION, Oakland, Calif.

City maintains 57 fully equipped playgrounds; public parks with additional area of 628 acres; 5 municipal camps for week-end holidays and summer vacations, one in the Sierras, the other on Feather River; municipal auditorium seating 8,800.

RECREATION COMMISSION, 376 City Hall, San Francisco, Calif., Josephine D. Randall, *supt. of recreation.*

Sponsors and promotes musical organizations (including a Mothers' Glee Club), drama, athletic leagues for employees in industries, golf driving and putting on city playgrounds, horseshoe pitching, and bocci ball; conducts

mountain camp; according to Chief of Police, ten community centers featuring clubs for youths and adults have materially reduced delinquency.

DIVISION OF COMMUNITY CENTERS,
Public Schools of Washington, Wash-
ington, D. C., Elizabeth K. Peeples,
dir.

Offers Negro population, as part of general recreation system, eight community centers where activities include piano classes, industrial arts, study groups, athletics, drama, music, social occasions, and discussions on civics; 60,888 participated in 1932; leaders for centers given weekly training courses by department; music and lectures offered at Sylvan Theatre, thousands attending; city department of playgrounds provides several playgrounds for colored citizens used in part by young men, and one golf course and several parks exclusively for colored people; Phyllis Wheatley Y.W.C.A. conducts clubs, drama and other activities, and Y.M.C.A., calisthenics, boxing, bowling, wrestling, basketball and other sports.

SOUTH PARKS COMMISSION, 57 and Cottage Grove Ave., Chicago, Ill., V. K. Brown, *supt. playgrounds and sports.*

One of 12 municipal park divisions offering recreation opportunities to Chicago public; among facilities administered are: 396 tennis courts, 15 outdoor swimming pools, 3 golf courses, 4 bathing beaches, 87 baseball diamonds, 25 athletic fields, 18 recreation buildings and 24 playgrounds for children; Chicago has notable development of water-front parks.

RECREATION DIVISION, Council of Social Agencies, 410 Majestic Bldg., Indianapolis, Ind., Dwight S. Ritter, *dir., Leisure Hour Clubs.*

Leisure Hour Clubs conducted in schools, park buildings, and in other

centers for benefit of unemployed primarily, although many employed persons participate in programs, offer entertainments and motion pictures, athletics, games, dramatics, discussions, dancing, and novelty programs in which members of clubs take part; work conducted on volunteer basis, about fifty local agencies cooperating in arranging activities and providing supervision; Municipal Park Department operates eight recreation centers under direction of four leaders; groups using centers mainly self-supervising.

PLAYGROUND ATHLETIC LEAGUE, 7 E. Mulberry St., Baltimore, Md., William Burdick, *dir.*

Includes in program gymnasium classes, all athletic sports, folk dancing, social dancing, plays, community singing; extensive organization of clubs and classes for underprivileged women.

DEPARTMENT OF RECREATION, 504 Elmwood Ave., Detroit, Mich., C. E. Brewer, *comm.*

All athletic sports, tennis, folk dancing, crafts, hiking, holiday celebrations, choruses, gymnasium classes, plays, social dancing, aquatics; training classes for representatives of churches and clubs in social recreation; Park Department administers extensive facilities for golf and swimming.

BOARD OF PARK COMMISSIONERS, 325 City Hall, Minneapolis, Minn., K. B. Raymond, *dir., division of recreation.*

City owns 131 parks covering 4,777 acres, providing more than an acre of parks or recreation space to each hundred of population; park facilities outstanding with respect to number, distribution, maintenance, and use; all sports, winter and summer, including

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water carnivals, winter sports carnivals, archery, tobogganing, skiing, speed skating, band concerts, pageants, numerous women's activities.

DEPARTMENT OF PARKS, 407 Court House, St. Paul, Minn., Ernest Johnson, *supt. of playgrounds.*

In 1932, 29,150 different individuals participated in winter sports; 44 skating areas, 2 toboggan slides, ski jump; other sports highly developed; also band concerts, orchestra, and chorus.

PARK COMMISSION, Union County, Administration Bldg., Warinanco Park, Elizabeth, N. J., F. S. Mathewson, *supt. of recreation.*

Picnicking facilities (approximately 100 fire places), boating, bowling, tennis, golf, canoeing, bathing, camping, archery, general athletic sports, horseback riding, trap shooting, band concerts, handcrafts, plays, cricket, hiking, nature walks, ice hockey; mountain reservation of 1,962 acres.

DEPARTMENT OF RECREATION, Newark Board of Education, Newark, N. J., Lewis R. Barrett, *dir. of recreation.*

Puppetry, drama, orchestras, choruses, holiday celebrations, athletic sports, socials, social dancing, debating, bands, and glee clubs; assists recreation programs of Y.M.C.A. and other private organizations and clubs; serves great numbers of underprivileged; 34 evening school recreation centers offer clubs, classes in sewing and carpentry.

PARK COMMISSION, Essex County, 115 Clifton Ave., Newark, N. J., David I. Kelly, *sec. and dir.*

General athletic sports, archery, lawn bowling, water sports, tennis (142 grass

courts and 51 clay courts), picnicking, golf, ice skating, band concerts; maintains South Mountain Reservation of 2,061 acres for hiking, picnicking, etc.

RECREATION COMMISSION, Room 43, City Hall, Plainfield, N. J., R. W. Schlenter, *dir.*

Facilities for archery, aquatics, bowling on the green, indoor bowling, cricket, baseball, basketball, golf, gymnasium classes; Astronomical Society meets monthly, with lectures and observation trips; sponsors drama tournaments, holiday celebrations; gives instruction in conducting parties and socials, nature club offers lecture-hikes, bird study, collections; picnic service and tennis; community centers offer athletics, handcrafts, music, and art.

BOARD OF EDUCATION, 500 Park Ave., New York, N. Y., Eugene C. Gibney, *dir. of extension activities.*

Makes 118 official and 334 unofficial community centers available to public; official centers, under direction of trained leaders employed by Board of Education, offer chess, checkers and other quiet games, gymnasium classes, basketball, swimming, folk dancing, orchestras, choruses, cookery classes, clubs, meeting rooms for parents' associations and civic and welfare organizations; small libraries of books furnished by Public Library, including many titles on science and mechanics as well as fiction; sponsors contests in elocution; unofficial centers used by outside agencies on continuous permits from Board of Education for regularly recurring occasion (for example, centers conducted by Community Councils which in some instances use them solely for meetings of neighborhood councils and in others for conducting athletic and game activities).

FOLK FESTIVAL COUNCIL OF NEW YORK, 222 Fourth Ave., New York, N. Y., T. L. Cotton, *vice-chmn.*

Membership includes representatives of over forty organizations and ethnic groups; offers at New School for Social Research course in Folk Dances of Many Peoples, conducted by leader and selected groups of dancers in costume from various ethnic groups affiliated with Council, and similar course in Folk Songs of Many Peoples, gives two or three annual public presentations of folk songs and dances, with performers in costume; publishes *Folk-News*, fortnightly, which includes activities of Council and events in field of folk arts taking place in New York City.

THE PALISADES INTER-STATE PARK COMMISSION, 25 Broadway, New York, N. Y., William A. Welch, *chief engineer.*

Commission administers Bear Mountain, Harriman State, Hook Mountain, and Palisades Parks—recreation areas on the Hudson used by residents of New York and New Jersey; section devoted to camps for individuals and business and social service organizations; facilities of various parks include an inn, bath house, tourist camps with field fire places and other conveniences, large play field, miles of marked trails, overnight stone shelters, nature trail, several field museums, and facilities for winter sports; summer recreation facilities include a twenty-five acre athletic field, swimming pool, tennis courts, rowing and an outdoor dancing pavilion.

RECREATION COMMISSION, Westchester County, White Plains, N. Y., E. Dana Caulkins, *supt. of recreation.*

County Center maintained for civic and recreational activities, classes, concerts, and entertainments; workshop

offers 23 departments of arts and crafts, choral societies, 5 orchestras, chamber music groups, Negro choruses and Arts and Crafts Guild, 30 drama groups, Westchester Trails Association, camps, ice skating, skiing, tennis, and general athletic sports; Commission operates facilities for golf, swimming, and other outdoor activities and conducts Playland at Rye, high-grade amusement park.

PARK AND RECREATION COMMISSION, City Hall, Charlotte, N. C., Walter J. Cartier, *supt.*

Archery, baseball, basketball, playground ball, tennis, golf, field hockey, folk dancing, hiking, holiday celebrations, band concerts, choruses, and orchestra; one indoor center.

CINCINNATI RECREATION COMMISSION, 328 City Hall, Cincinnati, Ohio, Tam Deering, *dir.*

Traveling theater and folk dance festival; music division offers five orchestras, including a civic orchestra of eighty pieces, one band, five choruses and hundreds of community sings; 13,000 individuals participate in baseball, tennis, and other sports; extensive athletic and sports program for women, including gymnasium classes, swimming, tennis, basketball, volleyball, recreation ball, hockey, and various kinds of dancing; community center program includes instruction in music and dramatic art; maintains special recreation centers for unemployed; picnic service available, with trained leaders lent by Commission; extensive recreation program for colored people.

BOARD OF EDUCATION, Department of Community Centers and Playgrounds, Board of Education Bldg., Cleveland, Ohio, G. I. Kern, *supv.*

Social dancing, choruses, glee clubs, social clubs, and classes in 27 indoor

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recreation centers for white persons and in 2 for Negroes, Division of Recreation of Park Department offers wide variety of sports and band concerts; conducts expositions of arts and crafts and tournaments in the folk drama and dances of foreign-language residents.

DEPARTMENT OF PUBLIC PLAYGROUNDS AND RECREATION, City Hall, Reading, Pa., Thomas W. Lantz, *supt. of recreation*.

Athletic sports, plays, social dancing, folk dancing, hiking, holiday celebrations, band concerts, community singing, orchestra; Tyson-Schoener school recreation center, sponsored and financed by Reading Junior League, in cooperation with recreation department and school board, offers full program of clubs, classes, and recreational activity; eight other indoor recreation centers; city developing six hundred acre mountain park for picnicking and motoring, horseback riding, nature study, athletics, and camping.

MEMPHIS PARK COMMISSION, Fair Grounds, Memphis, Tenn., Minnie M. Wagner, *supt. of recreation*.

Nine community centers in schools conduct classes in folk, aesthetic, social, and other dancing, dramatic activities include operetta, three-act plays, musical comedy, revues, and minstrels; eight municipal gymnasium classes for women (450 participants); department offers all outdoor sports and holiday celebrations, classes in life-saving, tennis, golf, and archery; six parks and playgrounds exclusively for Negroes.

PUBLIC RECREATION BOARD, 215 Rio Grande Ave., Fort Worth, Texas, R. D. Evans, *supt.*

Sports including golf, tennis, swimming; community gatherings, nature

study, motion pictures, hiking, choruses, holiday celebrations, pageants, plays, orchestra, community singing.

BOARD OF SCHOOL DIRECTORS, 1111 No. Tenth St., Milwaukee, Wisc., Extension Department, Milton C. Potter, *chmn.*, Dorothy C. Enderis, *asst. to supt.*

Twenty indoor school recreation centers offer classes in applied arts, beauty culture, dressmaking, furniture making, home care of the sick, lip reading, knitting and crocheting, leather tooling, metal work, rug making, textile painting, etc.; instruction in gymnastics, civics, English, public speaking, debating, dancing of all kinds, play reading and production, voice placement, costume designing, stage setting, and scenery; other activities include lectures, recitals, social dancing, orchestras, choruses, glee clubs, nature study, chess and holiday celebrations, department conducts varied sports program in public parks; many thousands of foreign-born participate.

See also the following organizations listed under National Organizations:

AMERICAN FOLK DANCE SOCIETY
AMERICAN PHYSICAL EDUCATION ASSOCIATION
FOREIGN LANGUAGE INFORMATION SERVICE
NATIONAL COMMISSION ON THE ENRICHMENT OF ADULT LIFE OF THE N.E.A.
NATIONAL RECREATION ASSOCIATION
YOUNG MEN'S CHRISTIAN ASSOCIATIONS
YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS

And OGLEBAY INSTITUTE, p. 14.

Also the following articles:

THE ARTS IN ADULT EDUCATION, p. 33.
MUSIC IN ADULT EDUCATION, p. 115.

PROGRAMS OF SOCIAL EDUCATION CONDUCTED BY RELIGIOUS GROUPS, p. 195.

ADULT EDUCATION IN SETTLEMENTS, p. 203.

EDUCATIONAL OPPORTUNITIES FOR THE UNEMPLOYED, p. 238.

READING LIST

Burns, C. Delisle. Leisure in the Modern World. Century, 1933. 302 p.

The new leisure as a social challenge—with the possibility of a new type of civilized life, not dependent upon a leisured class but arising directly from the leisure of those who work for a living.

Jacks, L. P. Education Through Recreation. Harper, 1932. 155 p.

Series of addresses divided into

eleven brief chapters under such headings as: A New Adventure in Education; Democracy and Education; Health and Skill; Leisure; Recreation and Art.

Lynd, R. S. and H. M. Lynd. Middletown. Harcourt, 1929. 550 p.

A study in contemporary American culture. Part IV, Using Leisure. Chapter headings. Traditional Ways of Spending Leisure; Inventions Remaking Leisure; The Organization of Leisure.

Steiner, J. F. Americans at Play. McGraw-Hill, 1933. 201 p.

One of the series of Monographs prepared under the direction of the President's Research Committee on Social Trends. Chapter XVIII—Recent Social Trends in the United States—Recreation and Leisure Time Activities.

PROGRAMS OF SOCIAL EDUCATION CONDUCTED BY RELIGIOUS GROUPS

For many years the churches of America have been engaged in the religious education of adults, but within the last few years church leaders have been conscious of a need for broadening their approach by including other subjects which two decades ago would not have been recognized as germane to religious education.

The educational program of the Federal Council of Churches of Christ in America, for example, aims to promote "the improvement of social relationships." The Council considers national, international, and local problems in this field, encourages all forms of educational activities in local churches through its publications, and cooperates with local churches carrying on adult education programs. Many of the members of the Council have come to believe that the formation of groups for the discussion of such subjects as international relations, the economic situation, the relations between the various faiths, and child guidance will bring about a better understanding of personal and social problems. Most numerous are the classes formed especially for parents.

Obtaining competent leaders for these discussion groups, especially in the smaller communities, is a serious problem. Sometimes the pastors themselves lead the groups, but frequently leaders, equally competent, are laymen with a specialist's knowledge of the subject under discussion and a gift for teaching. Some of the churches have deliberately gone about the problem of training leaders, and have prepared courses with this end in mind. Well known among these are the Standard Teachers Training Courses prepared under the supervision of the International Council of Religious Education.

The Council, which functions as the agency through which Protestant denominations share in developing their own educational programs, maintains a Department of Leadership Training. Under the auspices of the Department, a meeting of fifteen national denominational and interdenominational directors of leadership training was held in 1931, to develop plans for conferences for "leaders of leaders." Since 1931 two types of leadership conferences have been held, one for denominational and interdenominational regional secretaries, the other for deans and instructors. The Council maintains a Department of Adult Work

to advise and assist members. In his annual report for 1932, the Director of this Department states: "There is a growing conviction that satisfactory progress in the church's total education program awaits an educationally-minded adulthood in the church. In spite of the scope and strategic importance of adult religious education, the provision made for its professional leadership is insignificant, as compared with that made in other phases of the work."

Three Protestant denominations maintain full-time directors of adult work: the Methodist Episcopal Church (South), the Northern Baptist Convention, and the Presbyterian Church in the United States of America. A number of other denominations have part-time directors of adult work. The American Unitarian Association and some of the other Protestant denominations, not members of the Federal Council of Churches, also sponsor courses in adult education.

Among the Jews there has been until recently no organized national program of adult education. A number of rabbis and Y.M.H.A. and Y.W.H.A. leaders, however, have individually been carrying on programs. It is estimated that approximately 15,000 adult Jews are receiving Jewish education in organized classes throughout the country in Reformed and Orthodox congregations, "Y's," and Jewish centers. In 1932, the Rabbinical Assembly of America and the United Synagogue of America appointed a Joint Commission on Adult Education, and the work of this Commission will be watched with interest. The Jewish Welfare Board, as parent organization for Y.M.H.A.'s and Jewish Community Centers in the United States and Canada, encourages study groups, open forums, choral societies, and other forms of adult education.

The Catholic Church now, as always, teaches chiefly through the liturgy and the pulpit, but it supplements these means by the use of the radio, a news service, and study groups. The National Catholic Welfare Conference maintains a news service to which seventy-six newspapers subscribe, and which not only sends out news of Catholic activities and events of interest, but also provides editorials and feature articles. Its Social Action Department is interested in the improvement of industrial relations. The National Council of Catholic Men and the National Council of Catholic Women have organized a study club committee, which serves about eight hundred clubs in different parts of the country. Outlines for study have been prepared on such subjects as religion, education, health, citizenship, immigration, etc. At the Catholic Summer School of America, held annually at Cliff Haven, New York, extension courses are given under the direction of Fordham

University, and lectures are offered on literature, history, sociology, and art. In cooperation with the Knights of Columbus, a one-day course for leaders of groups of Catholic boys is held at the School. The Knights of Columbus also conducts correspondence courses for members of the order and their families.

In the Christian Science church, the education of adults is restricted to instruction in Christian Science. Reading rooms for the dissemination of information about Christian Science are maintained wherever there is a Christian Science Church.

The radio is being used by all the major religious bodies. Both the National Broadcasting Company and the Columbia Broadcasting System make time available for use by the various bodies regularly. In addition to Sunday services, there are daily religious broadcasts. The Federal Council of the Churches of Christ in America and the Greater New York Federation of Churches present religious programs on which many of the foremost preachers of the country appear every Sunday over nationwide networks. The other federations of churches throughout the country cooperate.

In addition to the series of weekly broadcasts sponsored by the National Council of Catholic Men, and broadcast over a nation-wide network of nearly fifty stations, there are other broadcasts, notably those from the powerful Vatican radio station, addressed to members of the Catholic Church and to other interested persons.

D. R.

It is impossible for obvious reasons to list here the churches of all denominations and creeds and all the religious organizations throughout the country that are supplementing their primary function by encouraging the formation of recreational and educational groups. Business men's and women's clubs, forums, discussion groups, mothers' clubs, reading circles, and other similar organizations will be found flourishing under the auspices of churches all over the land. A number of representative programs are listed below. They are arranged alphabetically by state and city.

SAN DIEGO OPEN FORUM, Unitarian Church, 3,372 Front St., San Diego, Calif., Howard B. Bard, *dir.*

Weekly forum from October to June; principal topic during past year, Reconstruction for a New Era; sponsors week-night lectures at which admission is charged; funds raised by collections and special subscriptions; advertises in newspapers; monthly circulars and spe-

cial letters to regular attendants; average attendance per meeting, 600; approximate attendance per year, 21,000.

STAMFORD JEWISH CENTER, 132 Prospect St., Stamford, Conn., Meyer E. Fichman, *ex. dir.*

Monthly forums during winter; financed by budget of \$300; topics selected from present-day problems such

as Judaism and Christianity; Facing the Jewish Problem; and The World Situation Today; round table discussion group; occasional exhibits; average attendance per meeting, 350; approximate attendance for season, 2,100.

SECOND CONGREGATIONAL CHURCH FORUM, 10 Holmes Ave., Waterbury, Conn., William G. Green, *chmn.*, 214 Pine St., Waterbury, Conn.

Sunday evening meetings for eight months during winter; financed by contributions of attendants; topics discussed include religion, international and economic problems, poetry, the single tax, unemployment, and national economy; sends publicity notices to newspapers twice each week; average attendance per meeting, 500; approximate attendance for year, 15,000.

MT. PLEASANT CHURCH (CONGREGATIONAL), Washington, D. C., Russell J. Clinchy, *pastor*.

Course in child guidance with cooperation of parent-teacher associations and mothers' clubs; Thursday evening visitations to social institutions of city.

BLOOMINGTON OPEN FORUM, First Unitarian Church, Bloomington, Ill., Edwin C. Palmer, *dir.*, 108 E. Beecher St., Bloomington, Ill.

Weekly meetings during winter months; supported by season tickets, single admissions and special contributions; subjects discussed: The Schools and a Better Social Order, Russia Today, The Story of Radium and Cosmic Ray, etc.; average attendance per meeting, 300; approximate attendance per season, 6,000.

FIRST CONGREGATIONAL CHURCH, Evanston, Ill., Hugh Elmer Brown, *pastor*.

Sunday noon forum, including thirty-minute presentation on subject by spe-

cialist, followed by questions and discussion.

FIRST CONGREGATIONAL CHURCH, La-Grange, Ill., Philip A. Swartz, *pastor*.

Men's Forum has discussed number of subjects (spending from three to twelve sessions on each) including religions of the world, principles of Christian citizenship, race relations, etc.

SUNDAY EVENING FORUM, First Congregational Church, Lake St. and Kenilworth Ave., Oak Park, Ill., Albert B. Coe, *chmn.*

Weekly Sunday evening programs, November through April, for discussion of international and racial relations, current labor, economic and political problems, religion, literature, personal adjustment; funds raised by offerings at each meeting; advertises through church calendar, local newspapers, and Chicago Saturday newspapers; occasional announcements to church membership through the mail; average attendance, 650.

OLD SOUTH MEETING HOUSE FORUM, Milk and Washington Sts., Boston, Mass., Mrs. T. G. Abbott, *ex. sec.*, 87 Beacon St.

Weekly discussions on Sundays from November to April on world politics and peace, religion and morals, education and life, books and their social implications; forum maintained out of general endowment funds of the Old South Association in Boston; prepares and distributes timely reading lists for subjects of each forum; publicity material printed in all city newspapers; average attendance per meeting, 800; approximate attendance annually, 20,000.

SOUTH CONGREGATIONAL CHURCH, Springfield, Mass., James Gordon Gilkey, *pastor*.

Conducts a Sunday night forum for adults, with membership limited to 75 members of church and congregation who have enrolled in advance; topic for 1932-33, The Ethics of the Present Economic Order; specialists deliver lectures.

THE UNION CHURCH (CONGREGATIONAL), Taunton, Mass., E. H. Green, *pastor*.

Men's class emphasizes reading, book reports, current events; members review current literature at meetings; outside speakers.

FRIDAY EVENING FORUM OF FIRST CONGREGATIONAL CHURCH, Bergen and Boyd Ave., Jersey City, N. J., H. L. Everett, *dir.*

Attendance varies from several hundred to a thousand; weekly meetings October to April; supported by sustaining memberships; discussions on international relations, economic and political affairs, etc.; advertises in daily newspapers; notifies membership and public of activities through letters and programs.

UNITY FORUM, UNITY CHURCH, 67 Church St., Montclair, N. J., N. D. Fletcher, *dir.*

Four or five meetings a year during winter months; supported by contributions; topics discussed include psychology, civic and international economic issues, and public welfare; notices of meetings published in church bulletin; average attendance per meeting, 200; approximate attendance for season, 800.

OPEN FORUM LECTURE COURSE, Y.M.H.A., 18 So. Stockton St., Trenton, N. J., Mrs. A. Budson, *dir.*

Four or five lectures from October to April; topics discussed include Making People Moral by Law, The Trouble in Manchuria, etc.; financed by course tickets, and tickets for separate lectures; average attendance, 60; approximate attendance for season, 300.

NORMAN MENDLESON OPEN FORUM, Jewish Community Center, 111 Washington Ave., Albany, N. Y., M. H. Chaseman, *sec.*

Bi-monthly meetings in winter only; lectures on general topics of common interest: modern poetry, elections, civilization in a machine age, liberal education, censorship, etc.; financed by Center budget, small endowment, and admission fee; average attendance per meeting, 130.

JEWISH COMMUNITY CENTER, Binghamton, N. Y., Julian L. Greifer, *rabbi*.

Conducts civic educational forum which aims to encourage development of city-wide adult education movement in Binghamton; forum not committed to any specific point of view, attitude, or platform; questions of national and civic importance discussed.

BRONX FREE FELLOWSHIP, 1591 Boston Rd., Bronx, N. Y., Leon Rosser Land, *ed. dir.*

Progressive religious and educational organization; lectures, discussions on current political, religious, economic, local and world problems.

THE ACADEMY FOR ADULT JEWISH EDUCATION, Congregation Beth Elohim, Eight Ave. at Garfield Pl., Brooklyn, N. Y., Isaac Landman, *dir.*

"Attempts to answer call of present adult Jewish generation for better

knowledge of Judaism, for keener understanding of Jewish history, for a wider acquaintance with Jewish literature, for a more intimate conception of contemporary Jewish life and problems"; recognized by University of State of New York as institution of higher education; courses open to all adults.

THE COMMUNITY CHURCH, 550 W. 110th St., New York, N. Y., John Haynes Holmes, *pastor*.

Annual series of lecture courses and study groups including: Sunday evening forum series, October to April, on various subjects of current interest, funds raised by silver collection; average attendance per meeting, 700; per season, 4,500; Tuesday evening series of lectures and chamber music; study groups on various subjects including astronomy, drama, book reviews, etc.; also courses of seven lectures each conducted by authorities on economics, literature, psychology, etc.

INSTITUTIONAL SYNAGOGUE, 37-43 W. 116th St., New York, N. Y., Abraham Bernstein, *ex. dir.*

Classes in commercial courses, cooking and sewing; many clubs for men and women; gymnasium and swimming.

FIRST PRESBYTERIAN CHURCH, 12 W. 12th St., New York, N. Y., J. V. Moldenhawer, *pastor*.

Discussion groups, lectures on books, crafts, art classes, music, and dramatics.

MADISON AVENUE PRESBYTERIAN CHURCH, Madison Ave. at 73rd St., New York, N. Y., George Arthur Buttrick, *minister*.

Adult educational and recreational activities conducted under modern

methods, with emphasis on fellowship and wholesome use of leisure.

RIVERSIDE CHURCH, Riverside Drive and 122nd St., New York, N. Y., Harry Emerson Fosdick, *pastor*.

Wednesday evening lectures for entire membership on current problems; classes in parent education and discussion groups; Riverside Guild, group of persons from 18-25 years, study in small groups variety of subjects including dramatics, economics, international relations, current events, etc.; program for women includes lecture-discussions on international relations, talks at Metropolitan Museum of Art, musicales, etc.; program for men includes discussion groups on modern economic problems, reader's club, class in public speaking; gymnasium; classes in leather work, block printing, drawing, painting, etching, puppetry, etc., given by Arts and Crafts Department.

WEST END SCHOOL OF ADULT EDUCATION, West End Presbyterian Church, Amsterdam Avenue at 105th St., New York, N. Y., Frank B. Ward, *dean*.

Offers courses under expert leadership in French, German, handicrafts, journalism, orchestral music, physiology, stenography, typewriting, world affairs, etc., counseling service; athletics and other extra curricular activities.

SYRACUSE CIVIC FORUM, Mizpah Auditorium, Syracuse, N. Y., Bernard C. Clausen, *dir.*, First Baptist Church.

Weekly meetings Sunday afternoons during winter only; supported by offering; forum includes complete League for Industrial Democracy lecture course, plus wide variety of other subjects; advertises in newspapers and by radio announcements; average attendance, 200; approximate attendance for season, 6,000.

EAST MT. ZION BAPTIST CHURCH,
Cedar Ave. and E. 103rd St., Cleve-
land, Ohio., Ernest Hall, *dir.*, *adult*
work.

School of Adult Education conducted under auspices of Department of Religious Education; attendance, 150; courses in political science, education, problems of unemployment, personality development, racial adjustment, civic administration, teacher training, and training in religious subjects; methods of instruction include reading, lectures, and round table discussions; also occasional Sunday night lectures; debates held during winter season on current problems.

Y.M. and Y.W.H.A. FORUM, 36 So.
Washington St., Wilkes-Barre, Pa.,
Louis Smith, *chmn.*

Monthly Sunday series and Monday series intermittently during winter months; discuss world affairs, capitalism and unemployment, America's tariff system, banking and credit structure; Germany and the Future of Europe; Building a Modern Morality, etc.; partially supported by Y.M. and Y.W.H.A. members; others charged \$5 for courses; average attendance per meeting, Sunday, 300; Monday, 150; approximate annual attendance, 4,500; five dramatic recitals of current books and plays and three talks on psychology each season; publishes Association magazine weekly.

ST. LUKE'S CHURCH (LUTHERAN), 129
E. Maple St., York, Pa., Earl S.
Rudisill, *pastor.*

Conducts week-day school for adults on such subjects as child training, the Christian home, marriage, etc.

See also the following organizations listed under National Organizations:

AMERICAN BAPTIST PUBLICATION SOCIETY
AMERICAN UNITARIAN ASSOCIATION
CHURCH OF THE BRETHREN
CHURCH OF THE UNITED BRETHREN OF CHRIST
COMMISSION ON JEWISH EDUCATION
CONGREGATIONAL EDUCATION SOCIETY
EVANGELICAL SYNOD OF NORTH AMERICA
FEDERAL COUNCIL OF CHURCHES OF CHRIST IN AMERICA
GENERAL BOARD OF CHRISTIAN EDUCATION
INSTITUTE OF SOCIAL AND RELIGIOUS RESEARCH
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
JEWISH WELFARE BOARD
KNIGHTS OF COLUMBUS
METHODIST PROTESTANT CHURCH
NATIONAL CATHOLIC WELFARE CONFERENCE
NATIONAL CONFERENCE OF JEWS AND CHRISTIANS
NATIONAL COUNCIL OF CATHOLIC MEN
NATIONAL COUNCIL OF CATHOLIC WOMEN
NATIONAL FEDERATION OF JEWISH MEN'S CLUBS
PRESBYTERIAN CHURCH IN THE UNITED STATES
PRESBYTERIAN CHURCH IN THE UNITED STATES OF AMERICA
UNITED CHRISTIAN MISSIONARY SOCIETY
UNITED LUTHERAN CHURCH IN AMERICA
THE UNITED SYNAGOGUE OF AMERICA
YOUNG MEN'S CHRISTIAN ASSOCIATIONS
YOUNG MEN'S HEBREW ASSOCIATIONS
YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS
YOUNG WOMEN'S HEBREW ASSOCIATIONS

Also the following articles:

ADULT EDUCATION FOR NEGROES, p. 124.
ADULT EDUCATION FOR THE UNEMPLOYED, p. 238.

READING LIST

Butterfield, Kenyon L. *The Christian Enterprise among Rural People*. Nashville, Tenn., Cokesbury Press, 1933. 247 p.

The Cole lectures for 1932 delivered before Vanderbilt University.

Hochbaum, H. W. *The Rural Church and Cooperative Extension Work*. U. S. Department of Agriculture, 1929 No. 57. 24 p.

Urges more effective cooperation between extension forces and rural churches in the development of a satisfactory country life.

Johnson, F. E., ed. *The Social Work of the Churches*. Federal Council of

Churches of Christ in America, 1930. 238 p.

A handbook of information.

President's Research Committee on Social Trends. *Recent Social Trends in the United States*. McGraw-Hill, 1933. 2 v.

V. II, Chapter XX by C. Luther Fry, *Changes in Religious Organizations*.

Winchester, B. S. *The Church and Adult Education*. Smith, 1930, 181 p.

A discussion of the objectives and methods of religious education of adults; the areas of adult experience; and the educational possibilities of church work.

ADULT EDUCATION IN SETTLEMENTS

Settlements and university extension are related in origin. Arnold Toynbee, the founder of the first settlement house in England, was associated with the university extension group and gave lectures to popular audiences. Canon Barnett established the Tower Hamlets Branch of the London University Extension Society in 1877, seven years previous to the opening of Toynbee Hall. Lectures, study groups, and art exhibits were a most important part of the work of the early settlements, and today the British settlements are still closely associated with the adult education movement.

American settlements were greatly influenced by the British experience and their university connections were equally important. As early as 1890, Hull-House maintained a summer school at Rockford College for men and women as an outgrowth of the college extension classes held in winter.

Since the early days of the settlement the teaching of English to immigrant neighbors has been an ever-present demand and one that fortunately could be readily met. The settlement has stimulated public schools to open their facilities for adults and to adapt methods of teaching to the needs of the adult immigrants and those who have had to leave school. At present English classes held in settlements may be supplied with teachers by public authorities, the settlements being responsible for the place of meeting, for recruiting members, for the social side of the program, and for keeping up attendance. Home teaching has been developed as part of the settlement program. Under this plan a teacher is sent into the tenement to gather a group of women who can not be induced to attend school or the settlement. When they become well acquainted with the teacher and develop an interest in learning, they are introduced into the new world of school or settlement.

Because settlements have encouraged free speech, open discussion, lecture courses, and debating societies, as well as study groups have formed part of the program of most settlements. The provision for neutral ground for discussion of disputed subjects has always been one of their responsibilities. Discussion of current events under leadership has formed a part of the informal program in every group of young people and adults.

The difficulties in finding leadership for educational groups have always been most serious. Stereotyped school methods invariably fail and only the most flexible and imaginative leadership shows success. It still remains true that leadership must be discovered and methods must be developed if groups of men and women whose early experiences in education are not such that they want more of it are to be truly interested in further education. The social group as a means of education through association has become the most successful avenue of approach.

The women's clubs have always been by far the best attended and best organized adult groups in settlements, and the educational content of many club programs has been high. The settlements have sought to find larger opportunities for their neighbors and through the settlement federations have arranged for joint meetings of clubs from several settlements in order to broaden horizons and show the women their own possibilities for civic and social action. This practice has led to the formation of federations of women's clubs.

Many settlements have tried experiments in actual participation of adult groups in the government of the house and house activities. Some few houses have built their educational program largely around this house-council type of organization. Under such a plan a delegate body made up of representatives of adult groups on which the staff and board of directors may or may not be represented takes responsibility for control of definite activities and finances. Such experience is a valuable adjunct to education, though here again success depends upon skill of leadership.

A number of settlements have developed notable programs for men. Within the last years, especially, there has been a marked increase in the interest of men in settlement clubs. Many groups are interested in local affairs, and carry on programs which bring in speakers and discussion leaders. In some instances public school buildings have been used to secure more space than the settlement house can afford. In Chicago several men's groups in settlements formed the nucleus for the organization of the Workers' Committee on Unemployment. The movement now includes groups not only in Chicago but in New York, Cleveland, and other cities organized and meeting in settlements, park houses, churches, and other centers. Practical and constructive committee work, economic and legislative discussions, self-help projects, music, drama, and entertainment, and educational classes are part of the procedure in most of the local groups.

One of the most important contributions of the settlements to the

opportunities for informal education has been their belief in the importance of the arts in community life. The provision for concerts of a high order has long been a part of the program of nearly all settlements. Art exhibits, opportunities to study music, to play in orchestras, to sing, model, draw, make pottery, or carve are available in practically all settlements. Folk festivals, folk art societies, and retrospective exhibits have been stimulated and organized by the settlements in many different cities. Dancing and the theater, music and craft are thought of not as means of education, but as ends in themselves, beautiful and satisfying, and therefore valuable in the life of the individual and the community. The music school settlements offer opportunity for individual instruction and for group playing in ensembles and orchestras. The development of appreciative audiences has been a contribution of the music school settlements generally.

Organization of local groups for special projects either of neighborhood or city-wide importance is a continuous function of settlements. Local improvement societies are avenues for cooperative effort which offer training in active citizenship. A local group to further the acquisition of a playground or other neighborhood improvement may be organized as the need arises.

With the increase of leisure among employed as well as unemployed, experimental work among adult groups is being carried on by many settlements. More and more adults are using opportunities to organize groups along varied lines of interest to draw, model, to read and to play, to work and to discuss problems. The opening of new doors to many people is the ever-present opportunity of the settlement.

—LILLIE M. PECK, *Assistant Secretary*,
National Federation of Settlements.

Following are some of the settlement houses conducting adult education programs. The list is arranged alphabetically by state and city.

ENSLEY COMMUNITY HOUSE, 1404 Ave.
H, Ensley, Ala., Dorothy L. Crim,
headworker.

Staff has taught more than 300 men to read and write; three orchestras and one band; three annual art exhibits; occasional lectures; lectures for parents on food and on discipline, attendance, 45; one men's social club, two women's.

TELEGRAPH HILL NEIGHBORHOOD ASSOCIATION, 1736 Stockton St., San Francisco, Calif., Hazel Avery, *headworker*.

Two active mothers' clubs with varied program of sewing, talks on nutrition, child guidance, and mental hygiene, dramatics group; musical programs arranged through Community

Music School; English and citizenship classes; university extension work offered.

LOWELL HOUSE, 198 Hamilton St., New Haven, Conn., Stella E. Monson, *headworker*.

Program of informal education carried on through four women's clubs; sewing and crafts; lectures on child care, health, first aid, current events.

NEIGHBORHOOD HOUSE, 213-221 Wooster St., New Haven, Conn., Mary M. Phinny, *resident headworker*.

Formal classes in sewing and embroidery, in music (piano, violin, cello, and singing club); in drawing and painting, enrollment, 13; pottery, enrollment, 15; two annual art exhibits of students' work, attendance, 300; occasional lectures; health and safety demonstrations; five women's social clubs, membership, 90.

FRIENDSHIP HOUSE, 326 Virginia Ave. S.E., Washington, D. C., Lydia A. H. Burklin, *headworker*.

Extensive parent education program for parents of children in day home; adult glee club with Sunday music hour for adults and children, average attendance, 60; lecture course in home economics, enrollment, 12; one men's social club, two women's social clubs.

NEIGHBORHOOD HOUSE, 470 N St., S.W., Washington, D. C., Mrs. J. P. S. Neligh, *headworker*.

Courses in nutrition and home hygiene, enrollment, 12; child care, enrollment, 47; occasional lectures.

CHICAGO COMMONS, 955 Grand Ave., Chicago, Ill., Lea D. Taylor, *headworker*, Glenford W. Lawrence, *dir. of adult work*.

Most of educational work concerned with consideration of measures to rem-

edy or prevent unemployment; three Local Improvement Societies (Italian, Polish and Greek), with total membership of 890, meet to discuss problems which affect community life, particularly those connected with unemployment, including relief, unemployment insurance, public works and reorganization of the economic order; discussions usually carried on in native tongue; in addition, two discussion groups on problems of unemployment conducted in English; enrollment, 73; classes in English and citizenship for foreign born, 112; drama class, attendance, 24; music (piano, violin, vocal, chorus, music club), total enrollment, 54; two annual art exhibits, attendance, 1,200; five women's social clubs, enrollment, 500.

EMERSON HOUSE, 1757 W. Grand Ave., Chicago, Ill., Mrs. William E. Boyes, *head resident*.

Workmen's Committee has numerous talks on economic conditions, attendance, 60; help given individuals in speaking and writing English and in preparation for citizenship; occasional educational talks and short courses in nursing and child care given members of four women's clubs, enrollment, 130.

GADS HILL CENTER, 1919 W. Cullerton St., Chicago, Ill., Ruth Austin, *headworker*.

During past two years educational program has changed from formal type to "social education", English classes, enrollment, 40; Mexican workshop, enrollment, 24; stage scenery, enrollment, 16; Lyra Singing Society, membership, 30; discussion groups on economics, civics, etc., enrollment, 21; child care classes, enrollment 29; home economics classes, attendance, 30; five men's clubs and four women's clubs.

HULL-HOUSE, 800 So. Halsted St., Chicago, Ill., Jane Addams, *headworker*.

Formal classes in beginners', intermediate, and advanced English, attendance, 60-80; advanced English composition, attendance, 10-20 weekly; pottery, enrollment, 55; weaving, enrollment, 30; metal work, enrollment, 6; cooking, enrollment, 25; music (piano, singing, violin, cello); drawing and painting classes, enrollment, 60; block printing and etching class, enrollment, 15; dancing classes; dramatic clubs; three or four art exhibits annually; occasional lectures, child guidance work carried on through nursery schools; 25 men's social clubs; 10 women's social clubs; during 1933 House has been center for joint project in training for leadership conducted by Chicago Federation of Settlements with a group of 85 young people, selected from older groups of various settlements, having program of cultural and educational activities, under leadership of exponent of Danish Folk High School movement.

UNIVERSITY OF CHICAGO SETTLEMENT, 4630 Gross Ave., Chicago, Ill., Mollie Ray Carroll, *headworker*.

Formal classes in English, four per week, average attendance, 25; two orchestral groups, one choral group, one banjo group, total membership, 45; drawing and painting classes, average attendance, 10; art exhibits; weekly forum of clubs for unemployed, membership, 25; occasional lectures; Red Cross and nutrition classes for parents; one men's, four women's social clubs.

CHRISTAMORE HOUSE, 502 N. Tremont St., Indianapolis, Ind., Olive D. Edwards, *headworker*.

Formal class for foreign women in English, enrollment, 10; in cooking and

sewing, enrollment, 30 in each class; class in music appreciation, enrollment, 25; drama class, enrollment, 25; series of six lectures on state and municipal government, enrollment, 25; occasional lectures on educational subjects; course in child welfare, enrollment, 75; Civic League; five women's social clubs; five men's social clubs.

NEIGHBORHOOD HOUSE, 428 So. 1st St., Louisville, Ky., Frances Ingram, *head resident*.

Citizenship class, aggregate attendance, 985; departments of music, handicraft, enrollment, 250; dramatics; art class; clubs that discuss civic, scientific, and international questions; four mothers' clubs with program of lectures on health, handicraft, poetry, cooking demonstrations; athletics and games; library of Syrian, Italian, Jewish, and English books; Well Baby Clinic for instruction in care and feeding of children; staff gives lectures on work of House before all types of organizations; groups from local and state universities and other organizations visit House regularly to study plan and program.

ELIZABETH PEABODY HOUSE, 357 Charles St., Boston, Mass., Eva W. White, *headworker*.

Formal classes in woodcarving, enrollment, 15; in commercial art, enrollment, 13; in stagecraft, enrollment, 15; in music (Polish chorus, membership, 35; Albanian chorus and dancing group, 30; Ukranian dancing group, 30; Ukranian balalaika, 40; operetta company, 40); informal work includes: two art exhibits annually; courses of weekly lectures on literature and economics, enrollment, 35 in each group; occasional lectures on various subjects, average attendance, 125; a dramatic organization, membership, 25; labor group, membership, 60.

ELLIS MEMORIAL, 66 Berkeley St., Boston, Mass., Jane R. McCrady, *headworker*.

Formal class in English, enrollment, 20; annual art exhibits, course of six lectures on old world history, attendance, 25; occasional lectures; one men's and four women's social clubs.

HECHT NEIGHBORHOOD HOUSE, 22 Bowdoin St., Boston, Mass., Mrs. Harry Saftel, *headworker*.

Formal classes in the crafts, drawing, and painting, dramatics, rhythmic; discussion groups; informal work includes occasional lectures on mental hygiene, current events, vocational guidance, nutrition, with attendance of over 100 at each lecture; three annual clothes institutes, four annual art exhibits and illustrated lectures; parent education program consisting of lectures on foods, attendance, 12, and on child welfare, attendance, 22; mothers' club, 125 members, meets twice a month.

NORTH BENNET ST. INDUSTRIAL SCHOOL, 39 No. Bennet St., Boston, Mass., George C. Grenner, *headworker*.

Formal classes in elementary and advanced Italian, enrollment, 21; English for foreigners; two handicraft classes, enrollment, 20; music (violin, piano, chorus), enrollment 35; drawing and painting, enrollment, 35; clay modeling, enrollment, 17; two classes in cabinet making, 36; wood working (class for unemployed), 10, interior painting and decorating, enrollment, 34; watch repairing, 14; printing, 12; day classes in power machinery work, enrollment, 27; class for unemployed in power machinery, enrollment 20; informal programs in dramatics, dancing, music, and craft work; three women's social clubs; two mothers' clubs include in programs classes in cooking, sewing, nursing.

SOUTH END HOUSE, 20 Union Park, Boston, Mass., Albert H. Stoneman, *headworker*.

Formal classes in language, 10; crafts, 18, appreciation of music, 30; lectures on the psychology of human relations, four sessions, attendance, 50; on savings bank insurance, 50; on legal matters, 100; and on parent training, 35; two men's and seven women's social clubs; representative group comprising South End Joint Planning Committee interested in local improvement.

NORTH BRIGHTON COMMUNITY HOUSE, 31 Lincoln St., Brighton, Mass., Barbara MacKinnon, *dir.*

Small settlement with classes in English for two groups of Lithuanians and two groups of Armenians; two civics clubs for those wishing to become citizens.

ROXBURY NEIGHBORHOOD HOUSE, 858 Albany St., Roxbury, Mass., Ethel W. Dougherty, *headworker*.

Individual instruction in English and citizenship, also in violin and piano; informal education through men's and women's social clubs.

FRANKLIN SETTLEMENT, 2129 Franklin St., Detroit, Mich., Sarah Selminski, *headworker*.

Woodcarving class, enrollment, 6; parent education classes, enrollment, 40; men's and women's social clubs; two local improvement societies.

ST. ELIZABETH'S COMMUNITY HOUSE, 3314 Junction Ave., Detroit, Mich., Clara Swieczkowska, *headworker*.

Formal classes in English attended by 98 Polish women; classes in handicraft.

SOPHIE WRIGHT SETTLEMENT, 663 Superior St., Detroit, Mich., Grace B. Ketchum, *headworker*.

Classes in English, enrollment, 48, in music (piano, violin, brasses), total enrollment, 22; lectures on health and child care.

MARGARET BARRY SETTLEMENT HOUSE, 759 Pierce St., N.E., Minneapolis, Minn., Mollie Sullivan, *head resident*.

During past two years has offered courses for unemployed men and women in English, commercial subjects, and parliamentary law; classes in cooking, sewing, camp cooking, and care of clothes; men's social club, membership, 75; women's social club, membership, 30.

NORTH EAST NEIGHBORHOOD HOUSE, 1929 2nd St., N.E., Minneapolis, Minn., Robbins Gilman, *headworker*.

Formal classes in English, enrollment, 1932-33, 576 (38, aggregate attendance); two classes in sewing, total enrollment, 1932-33, 150; two women's social clubs.

NEIGHBORHOOD ASSOCIATION, 1000 No. 19th St., St. Louis, Mo., J. A. Wolf, *headworker*.

Formal class in English, enrollment, 20, sewing, 50, paper working, 50; courses in diet and child care, and lectures to parents of children in settlement nursery school; four women's social clubs.

NEIGHBORHOOD HOUSE, 3069 Q St., Omaha, Nebr., Helen W. Gauss, *headworker*.

Formal classes in English and citizenship for men and women; dressmaking; furniture repairing; orchestra and chor-

uses for girls, women, and men; offers under Smith-Hughes instructors five courses in nutrition, enrollment, 58 women, 22 men; three classes in home nursing, enrollment, 45 women; one class in home management, enrollment, 10 women, one class in sex hygiene, enrollment, 35 men; and one class in canning, enrollment, 36 women, informal classes in parent education, attendance, 77 women, 35 men; art exhibits; festival of songs and dances; lectures on city management, average attendance, 18; on banking problems, average attendance, 13; and on planting gardens, 50, one men's social club, two women's social and study clubs; Folk Arts Society, representing 16 nationalities; credit union.

WOODSON CENTER, 5301 So. 30th St., Omaha, Nebr., Mrs. M. L. Rhone, *headworker*.

Center (for colored people) offers formal classes in English at night school, 25 enrolled, in dressmaking with enrollment of 27; and in furniture repairing, enrollment, 11; canning class offered under Smith-Hughes Act, registration, 25; Improvement Club, 64 members; credit union group, membership, 44; lectures on family budgeting, attendance, 75; on thrift, attendance, 80; and on gardening, attendance, 16; also occasional lectures.

WILLOUGHBY HOUSE SETTLEMENT, 97 Lawrence St., Brooklyn, N. Y., Helen G. F. Hutton, *headworker*.

Classes changed from year to year to meet needs of applicants; dramatics course, enrollment, 25; occasional lectures, average attendance, 30; one men's club for unemployed, enrollment, 250; during 1933-34 classes in woodwork, metal work, cooking, and other subjects to be offered.

WESTMINSTER COMMUNITY HOUSE, 424 Adams St., Buffalo, N. Y., Elizabeth A. Roblin, *headworker*.

Adult education program carried on chiefly through five women's clubs, with total membership of 300; affiliated with Buffalo City Federation of Women's Clubs; House offers classes in sewing, cooking, handicraft, budget-making, and dramatics; men's clubs, with membership of 275, have recreational programs.

CHRISTADORA HOUSE, 147 Avenue B, New York, N. Y., Christina I. MacColl, *headworker*, Edward J. Sparling, *ed. dir.*

Formal classes in German, Italian, French, Spanish, metal work, weaving, sewing, domestic science, music (chorus, orchestra, faculty recitals); drawing and painting; journalism club, theater group; Ukrainian Knowledge Society, Poets' Guild; informal program of art exhibits; lectures on parental problems; four men's, two women's social clubs.

GREENWICH HOUSE, 27 Barrow St., New York, N. Y., Mrs. V. G. Simkhovitch, *headworker*.

Formal classes in Italian, beginners' and advanced, enrollment, 40; wood carving, stone cutting, cabinet making, and pottery, total enrollment, about 100; little theater group; drawing and painting class; instruction in child care and training given parents of children in nursery school and all-day kindergarten; Greenwich House Music School, enrollment, 250-300 pupils; numerous art exhibits; discussion group; Sunday evening forum open to general public; local improvement society.

HAARLEM HOUSE, 311 E. 116th St., New York, N. Y., Miriam A. Sanders, *headworker*.

Six formal classes in English, total enrollment, 75; Italian class, enroll-

ment, 10; dressmaking, enrollment, 12; citizenship, enrollment, 25; community singing, attendance, 200; numerous art exhibits annually; occasional lectures on civics, health, foreign affairs, etc.; parent education program conducted through mothers' clubs; dramatic group; seven men's social and athletic clubs, two women's social clubs; two local improvement societies.

HAMILTON HOUSE, 72 Market St., New York, N. Y., Lillian Robbins, *headworker*.

Program of women's clubs includes home making and child study classes, music, dramatics, discussion groups on civic problems, two English classes; local branch of New York Workers' Committee on Unemployment conducts discussions on economic situation.

HARTLEY HOUSE, 413 W. 46th St., New York, N. Y., May Mathews, *headworker*.

Formal classes in English, enrollment, 10; Italian, 12; cooking, 40; sewing, 35; informal talks for social clubs on various topics; child study group, membership, 25; four women's social clubs.

HENRY STREET SETTLEMENT, 265 Henry St., New York, N. Y., Helen Hall, *headworker*.

Three women's clubs, 169 members; two men's clubs, 51 members; weekly programs include music, lectures, and discussions on health and current topics; adult program includes pottery, drawing, sculpture, woodwork, weaving, and needlecrafts; music school offers individual and group instruction; language classes; English; German; French; and music appreciation; Neighborhood Playhouse provides classes in stagecraft, acting, speech and dancing; local of Unemployed Workers' Committee.

HUDSON GUILD, 436 W. 27th St., New York, N. Y., John L. Elliott, *headworker*.

Six classes in English for foreigners, attendance, 200; classes in weaving, pottery, and home making, total enrollment, 100; 10 concerts annually, attendance, 1,000, several art exhibits annually, course of lectures on current topics for group of unemployed men and women, enrollment, 200; lectures and demonstrations on parent education, six men's social clubs, three women's; home teaching in budgeting, cooking, home decoration, sewing.

NEIGHBORHOOD HOUSE OF CENTRAL PRESBYTERIAN CHURCH, 422 W. 57th St., New York, N. Y., Florence Clendenning, *headworker*.

Classes in French, enrollment 12; handicraft, total enrollment, 35; music (piano, violin, cello, orchestra, voice, theory), total enrollment all classes, 76; drawing and painting, 30; clay modeling, 30; lecture courses on domestic science and child study, four women's social clubs.

RECREATION ROOMS AND SETTLEMENT, 84-86 1st St., New York, N. Y., Mildred A. Gutwillig, *headworker*.

Classes in sewing, enrollment, 25; folk dancing, 20; child study, 35; two women's social clubs.

UNION SETTLEMENT, 237 E. 104th St., New York, N. Y., Helen Harris, *headworker*.

Three English classes, total enrollment, 50; music (general singing and folk dancing, attendance 130 weekly; orchestra, membership 20; musicales, attendance, 85 monthly); sewing class, five sessions weekly, enrollment, 10 a day; and cooking classes, five sessions

weekly, enrollment, 15 a day; lecture courses on health, enrollment, 50; occasional lectures, attendance, 50; parent education lectures on health, attendance, 1,055, four men's, seven women's social clubs.

UNIVERSITY SETTLEMENT, 184 Eldridge St., New York, N. Y., Albert J. Kennedy, *headworker*.

Programs of adult clubs include lectures and discussions on current topics; art exhibits; musicales and lectures; foreign affairs forum.

ALTA SOCIAL SETTLEMENT, 12510 Mayfield Rd., Cleveland, Ohio, W. Thomas McCullough, *headworker*.

Program 1933-34 includes: child study club for mothers of children attending play school, enrollment, 25; women's group, with informal recreational program including art, music, and handicrafts; home decoration class; formal classes in English and Italian.

COUNCIL EDUCATIONAL ALLIANCE, 13512 Kinsman Rd., Cleveland, Ohio, Walter Leo Solomon, *headworker*.

Three branches in different parts of city; six formal classes in English having attendance of 95; three sewing classes, average attendance, 15; two singing groups, average attendance, 20; lecture courses on first aid, enrollment, 20; two parent education groups, 31 lectures, average attendance about 50; three concerts, average attendance, 150; one men's social club, four women's social clubs; art exhibits from Cleveland Museum; Culture Society conducts dramatic studio, average attendance, 40; and literary group maintains special school for members financed and supervised by Society.

EAST END NEIGHBORHOOD HOUSE, 2749 Woodhill Road, Cleveland, Ohio, Lillian Amiraux, *headworker*.

Formal work in English, woodwork, sewing, printing, drawing and painting; art exhibits, occasional lectures on child training, health, correct dress, etc.; mothers' child study club, membership, 25; four mothers' sewing groups, enrollment, 100; dramatics, observation trips; occasional educational moving pictures; two men's social clubs, Neighborhood Men's Council organized Recreation Room, offering moving pictures, games, reading, radio, and concerts, five afternoons and evenings a week; Community Council emphasizes local improvement, especially in regard to recreational needs of district.

GOODRICH SOCIAL SETTLEMENT, 1420 E. 31st St., Cleveland, Ohio, Alice P. Gannett, *headworker*.

Classes in cabinet making and upholstering for men; singing for women and older boys; dramatics and modeling; art exhibits; lectures on current problems; parent education for nursery school mothers; two men's social clubs, one women's; three neighborhood improvement organizations functioning.

THE HIRAM HOUSE, 2723 Orange Ave., Cleveland, Ohio, George A. Bellamy, *headworker*, Frank Casper, *dir. adult education*.

Formal classes in English, enrollment, 59; Italian, enrollment, 37; Bulgarian, enrollment, 6, sewing, enrollment, 148; music (mixed vocal, enrollment, 33; chorus singing, 130; men's glee club, 15); craft exhibits annually, attendance, 570; lecture courses on food selection and preparation, attendance, 90; occasional lectures on political activities and economics; nationality festivals, attendance, 6,465; canning club,

membership, 75; gardening club, membership, 179, seven men's, four women's social clubs.

UNIVERSITY NEIGHBORHOOD CENTERS, 7063 Broadway, Cleveland, Ohio, Wilber I. Newstetter, *headworker*.

Informal adult education program consisting of trips to points of interest, dramatics, lectures, forums, etc., conducted through 7 men's and 10 women's social clubs; also special interest groups including: craft guild, membership, 15; dramatic group, membership, 25; music group; lectures on parent education, enrollment, 16; English class enrollment, 10, three volunteer leader groups, membership, 95; social and fraternal organizations in settlements and in community aided in developing educational programs through informal education committee with membership of settlement workers, teachers, librarians, etc.

GLADDEN COMMUNITY HOUSE, 619-629 W. Town St., Columbus, Ohio, Carl H. Bogart, *head resident*.

Informal program including cooking, enrollment, 40; occasional lectures with average attendance of 100; two groups belonging to Unemployed League, membership, 300; community garden project serves over 600 families; House gives instruction in gardening, canning, and preserving.

NEIGHBORHOOD HOUSE, 1556 E. 29th St., Lorain, Ohio, Sina K. Evans, *headworker*.

Woman's Club of Lorain cooperates in conducting adult education program; child training classes for mothers of children in settlement kindergarten; course of lectures in parent education open to all residents of city given by lecturer from Cleveland College.

FRIENDLY HOUSE SETTLEMENT, 268
No. Main St., Mansfield, Ohio, R.
E. Gimbel, *headworker*.

Formal classes in English, three sessions a week, enrollment, 14; annual art exhibits, attendance, 500, language meetings held by various foreign groups for purpose of discussing conditions in native countries as compared with conditions in United States, two colored groups recently organized; two men's and two women's social clubs.

HOUSE OF INDUSTRY, 716 Catherine St.,
Philadelphia, Pa., Anna D. Bramble,
headworker.

Day and evening English classes conducted by teachers appointed by Board of Education, enrollment for each class, 18; art exhibits lent by Academy of Fine Arts changed occasionally; parent education classes conducted by nursery school teachers and day nursery case workers for parents of these two groups; five women's social clubs.

THE LIGHTHOUSE, 146 W. Lehigh
Ave., Philadelphia, Pa., Mr. and
Mrs. Robert P. Bradford, *head-
workers*.

Formal classes in handicraft, drawing and painting, typewriting, hair dressing, public speaking, life saving, total enrollment, 84; informal classes in music (theory, chorus, instrumental), total enrollment, 90; two annual art exhibits, attendance, 1,261; course of lectures on the Bible, 125 enrolled; occasional lectures, attendance, 80; lecture on diet and child training, attendance, 65; Saturday night concerts, including plays, musicales, lectures, average attendance, 250; one men's and one women's social club; two men's and one women's discussion groups.

NEIGHBORHOOD CENTRE, 428 Bain-
bridge St., Philadelphia, Pa., Carrie
Yunker, *headworker*.

English and citizenship classes conducted by the Board of Education, enrollment, 152; class in sewing, attendance, 18, lectures on child training, health, nutrition, attendance, 49; course in dramatics; one men's and two women's social clubs.

ST MARTHA'S HOUSE, 2029 So. 8th
St., Philadelphia, Pa., Iris D. Hig-
gins, *headworker*.

Classes in English for Italian women; one men's club and three mothers' clubs discuss economic conditions and have illustrated talks on travel, technical subjects, and on civic improvement; one women's club given instruction in Swedish weaving, sewing, and cooking by instructors from Home Economics Bureau of State Extension Service.

SUSAN PARRISH WHARTON SETTLEMENT,
1708 No. 22nd St., Philadelphia,
Pa., John C. Smith, Jr., *headworker*.

A settlement for colored people; adult chorus, 25 participating; arithmetic and spelling classes, enrollment, 12; child guidance lectures, enrollment, 15; first aid and nursing group, enrollment, 45 per week; five women's social clubs.

WEBSTER HOUSE, 3113 Wharton St.,
Philadelphia, Pa., Dorothy Mueller,
headworker.

Formal classes in English attended by 25 Italian women; two mothers' clubs, one American, the other Italian; occasional lectures on health.

WORKMAN PLACE NEIGHBORHOOD
HOUSE, 756 So. Front St., Philadel-
phia, Pa., Mary E. Mott, *head-
worker*.

Classes in English, enrollment, 25; in crafts, enrollment, 16; music and

parent education carried on in connection with two mothers' clubs; art exhibits.

IRENE KAUFMANN SETTLEMENT, 1835 Center Ave., Pittsburgh, Pa., Sidney A. Teller, *headworker*.

Formal classes conducted by Board of Education; aggregate attendance, 3,035; classes in crafts including work with all types of material, enrollment, 2,076, in music (individual instruction in piano, violin, and voice theory, glee club ensemble and orchestras), aggregate attendance, 3,491; classes in drawing and painting, 703; sculpture classes, enrollment, 337; numerous lectures on health, politics, and economics; debates between various clubs; use of facilities offered to other organizations for lectures on travel, economic and social subjects; extensive parent education program; 42 men's social clubs; 28 women's social clubs, 39 local improvement societies.

KINGSLEY ASSOCIATION, 220 Larimer Ave., Pittsburgh, Pa., Mrs. Charles C. Cooper, *dir.*

Formal classes in needle work, weaving and dress making, total enrollment, 73; pottery classes, enrollment, 27; men's carpentry (for unemployed), enrollment, 15; art exhibits; musicales; informal parent education work, fathers' and mothers' folk dancing club, membership, 48, one men's and two women's social clubs include singing in program; house stresses social education.

FEDERAL HILL HOUSE, 400 Atwells Ave., Providence, R. I., Mary F. Geary, *resident dir.*

Classes in English, enrollment, 58; Italian, enrollment, 51, fine Italian embroideries, enrollment, 15; linen embroideries, enrollment, 20; School of

Music, enrollment, 54; modeling, 11; prenatal classes, 46; three or four annual art exhibits, attendance, 1,000; occasional lectures; Italian Cultural Club, membership, 33; Guild Players, membership, 33, two-day "Institute on the Three Arts" (music, dramatics and visual arts in the community), held October, 1933.

RUSK SETTLEMENT, 301 Gable St., Houston, Texas, Nolie Bailey, *headworker*.

Three classes in English for Mexicans, enrollment, 65; one class in Spanish for Americans, enrollment, 40; mothers' sewing club, membership, 140; two orchestras, membership, 20 each; classes in piano and violin, enrollment, 16; lectures on child care and feeding, enrollment, 58; 12 men's social clubs, 15 women's social clubs.

NEIGHBORHOOD HOUSE, 727 W. 1st South St., Salt Lake City, Utah, Ellen Taylor, *headworker*.

Six weekly courses in home nursing and first aid given by Red Cross; men's club considers current problems and events at discussions led by public officials; three women's social clubs.

See also the following organization listed under National Organizations:

NATIONAL FEDERATION OF SETTLEMENTS

Also the following articles:

ADULT EDUCATION AND THE FOREIGN BORN, p. 58.

MUSIC IN ADULT EDUCATION, p. 115.

READING LIST

Addams, Jane. *The Second Twenty Years at Hull-House: September 1909 to September 1929: With a Record of a Growing World Consciousness.* Macmillan, 1930. 413 p.

Neighborhood A Settlement Quarterly. National Federation of Settlements,

Inc., 147 Avenue B, New York, N. Y.

Volume IV, March, 1931, contains "Bibliography of Books, Articles and Reports written by Settlement Workers and Others Dealing with Settlements and Their Interests Published Between 1930-1931."

Woods, Robert A., and Albert J. Kennedy. *The Settlement Horizon: A National Estimate*. Russell Sage Foundation, 1922. 499 p. Bibliography.

The authors "survey the origins and growth of the settlement, discuss its various manifestations and its practical functioning in the light of that conception, and point to the result that would flow from an application of the characteristic approach of the settlement to the larger problems of social readjustment. . . . It is at once a history, a practical handbook, and philosophical interpretation."

SPECIAL SCHOOLS AND INSTITUTES FOR ADULTS

Within the past two decades there have sprung up all over the country a number of individual enterprises and experiments in adult education which for want of a better term will be classified here as "adult schools." These institutions arose to fill a need on the part of adults not met by the public school system. Some of them began as lyceums and forums, a few with social service features, and later developed into institutions designedly and exclusively devoted to continuing the education of adults. Because of their willingness to experiment with new methods and to serve as the proving ground for new practices, these organizations have been responsible for the introduction of many of the accepted methods now in use among educational institutions working with adults.

There are a number of types of adult schools, but in one respect they are all alike. Adult students attend school only because of a desire to learn; no external authority is used to force them to go to lectures and classes. Except in rare instances, there are no credits, no examinations, no required attendance. In certain schools, found chiefly in urban districts where students are likely to have had a more than average amount of formal education, if the lecturer "talks down," if the material is badly prepared or the course uninteresting, the student walks out and the lecturer finds himself with an empty class room. Students attending lectures after a day's work, in preference to spending their time in other pursuits, demand experts as teachers. Therefore, in these institutions, the quality of instruction compares favorably with that offered in advanced courses in the universities.

There is another type of adult school founded as the result of the desire of some person or group of persons to make provision for those who have not had an opportunity for formal education in youth. Some of these institutions are resident schools where students come for periods varying from a few weeks to a year and where the subjects taught range from the rudiments of reading and writing to advanced courses in psychology and economics. Others are non-resident schools and offer evening courses of elementary and high school grade, in a wide variety of subjects. A number of these institutions have happily adopted the name "opportunity school."

Still another type of adult school is that carried on for workers in industry primarily for the purpose of discussing the economic and social problems affecting the worker. These schools are described on pages 299 and 306.

Institutes are closely related in purpose to special schools for adults. The word "institute" as used in American education is not easy to define. It may refer to an organization or to a place for research, or it may be a lyceum or a school or a combination of the two.

Most institutes, however, are organizations which bring to the public the men and women of the professional lecture platform. There is—except in rare instances—no discussion, no questions, no required preparation. In *New Schools for Older Students*, Nathaniel Pfeffer says of the institute audience, "Some may react to what they have heard, some may not. There is no way of knowing. Certainly, the exercise of none of the faculties except the receptive is essential."

There are a number of institutes, still flourishing, which have given service for a hundred years. They date from the time when the lyceum and the lecture platform were the only channels of adult education outside the few institutions of higher learning. Some of these, as well as several of the newcomers in the field, are listed below following the list of schools for adults.

D. R.

The following are representative of the various types of schools offering instruction for adults. This list is arranged alphabetically by state and city.

TULARE ADULT WEEKEND SCHOOL,
Tulare, Calif., W. B. Knokey, *supt.*
of schools.

Operates for six consecutive Friday evenings in January and February; curriculum varies from year to year, but usually includes general cultural courses on some aspect of travel, literature, local history, etc.; supported by taxes and contributions; students come from Tulare and surrounding towns and country districts; speakers usually from universities; enrollment, 1,200.

entrance requirements; students may enter at any time during year and devote as much time to work as possible; classes for older people who do not read or write English; English for foreigners, including citizenship classes, employment bureau; school library, courses in applied electricity, shoe repairing, plumbing, telegraphy, lip-reading, printing, baking, costume designing, high school subjects, commercial subjects, etc.; ages of students range from sixteen to seventy; enrollment, 9,000.

OPPORTUNITY SCHOOL, Denver, Colo.,
Emily Griffith, *prin.*

Free day and evening school open to people of all ages living in Denver; no

BEREA COLLEGE, Berea, Ky., Helen H.
Dingman, *ex. sec.*

Berea Opportunity School offers short courses for adults eighteen years

and over regardless of previous preparation; lectures given in literature, history, sociology, science, and Bible; individual project work planned in different shops for those wanting to specialize in some particular vocation; emphasis on singing and recreation; Extension Opportunity School offers three-day school for adults in rural communities; programs along same lines as winter Opportunity School; Berea teachers give lectures in sociology, history, literature, and cooperate in religious services; Foundation Junior High School of Berea College admits students sixteen years of age or over, offering program planned for general enrichment as well as for academic training.

LOWELL INSTITUTE, Boston, Mass.,
William H. Lawrence, *curator*.

Founded in 1839 by legacy in will of John Lowell, Jr., which provided that income from bequest be used to maintain free public lectures for people of Boston; free lecture courses from October to April, delivered by scholars, on science, history, and art, in Huntington Hall, Boston, free public lectures on Monday afternoons in King's Chapel on current topics in theology; maintains Lowell Institute School (see p. 284); gives college courses in technical subjects as part of extension programs of institutions in and near Boston; lecture attendance, 1932-33, 15,000.

ASHLAND FOLK SCHOOL, Grant, Mich.,
Chester A. Graham, *dir.*

Through cooperative living and learning, aims to provide educational experience which will make adults useful citizens in creating better social and economic order; no academic machinery used; no previous schooling requirements set up; Winter Folk School Session for Young Adults and Summer

School for Adult Education supplemented by special seminars, fellowship meetings, and lectures throughout year; members of staff lecture on economic and social problems, conduct programs of folk recreation for groups in surrounding counties; school serves as educational and recreational center for surrounding rural community; enrollment, 1,200.

PEOPLE'S UNIVERSITY, Lansing, Mich.,
Trygve Narvesen, sec. Y.M.C.A., *dir.*

City-wide system provides free evening courses for adults in modern languages, home making, sciences, religion, etc. taught by volunteers; supervised by director; held in factory buildings, Y.M.C.A., schools, homes, etc.; January 1934, 2,615 students, 71 teachers.

BROOKLYN INSTITUTE OF ARTS AND SCIENCES, Brooklyn, N. Y.

Conducts Brooklyn Museum and Brooklyn Botanical Garden (q.v.) and Children's Museum, offers series of concerts, dramatic readings, lectures, and addresses by nationally known authorities.

PEOPLE'S INSTITUTE, United Neighborhood Guild, 176 Nassau St., Brooklyn, N. Y., Seymour Barnard, *dir.*

Organizes and conducts reading-discussion clubs, conducts institutes to meet specific needs, on household arts, foreign relations, education—public and progressive, child care, arts and crafts, etc.; English classes for foreign born conducted through cooperation with other agencies; makes programs and supplies speakers for parent-teacher organizations; individual educational guidance for group members, organizes women's excursion groups to visit progressive schools, museums, etc.; conducts experiments for purpose of evaluating specific educational methods and techniques, maintains cooperative relations with fifty social, civic, and educational agen-

cies; organized Brooklyn Conference on Adult Education and Brooklyn Committee on Adult Education in the Churches.

ALLEGANY SCHOOL OF NATURAL HISTORY, Quaker Bridge, N. Y., R. E. Coker, *dir.*

Annual seven weeks' courses in field zoology, geology, botany, bird study and nature study; facilities of school include open-air museum, nature trail, Indian garden, water garden, and fernery, operates under direction of Buffalo Society of Natural Sciences, the New York State Museum, and the University of Buffalo, enrollment, 25-50.

THE AMERICAN INSTITUTE OF THE CITY OF NEW YORK, 60 E. 42nd St., New York, N. Y., L. W. Hutchins, *sec. and dir.*

Science is theme of most of work of Institute; adult program includes round table discussions on various aspects of science, large meetings at which recent advances in science are discussed and demonstrated, and special meetings designed especially to permit members to meet important scientists, membership, 600.

COOPER UNION, 4th Ave. and 8th St., New York, N. Y., Edward L. Rehm, *sec.*

Institute of Technology offers civil, mechanical, electrical, and chemical engineering, Woman's Art School, drawing, life, modeling, pictorial composition, theory of design, history of art, lettering and perspective, in day school; Night School of Engineering; Night School of Art for men and women, architectural drawing, and construction, freehand drawing and pictorial design, commercial design, and fashion illustration, furniture design, modeling; class

in oratory and debate; class in elocution; museum, library, and reading room, lectures.

THE EDUCATIONAL ALLIANCE, 197 E. Broadway, New York, N. Y., Henry Fleischman, *dir.*

Founded in 1887 and served up to the cessation of immigration as foyer for Jewish immigrants entering America; aims to serve lower East Side as community center and to provide for social, recreational, educational, and religious needs of population; classes, lectures, forums, concerts, entertainments, religious meetings, clubs, social rooms, reading rooms, summer camps, legal aid bureaus, art and music schools, gymnasiums, etc.; daily attendance, 5,000.

INSTITUTE FOR ADULT EDUCATION, DeWitt Clinton High School, Mosholu Parkway and Paul Ave., New York, N. Y., S. Alexander Shear, *dir.*

Organized in February, 1932; "aims to interest adults in furthering their education, to provide opportunities for the worthwhile occupation of leisure, to bring into the home some of the finer things of life through association with people of higher interests and aspirations, and to develop an enlightened citizenship through the presentation and discussion of problems of social, economic, and educational significance"; courses taught by members of DeWitt Clinton High School faculty who volunteer services; no requirements of previous education or training; courses open to men and women; sessions held twice a week after close of regular high school sessions; each course given once a week for fifteen weeks, courses offered fall, 1933, in art appreciation, creative art, creative writing, appreciation of the drama, appreciation of poetry, public speaking, physiology and psychology of

adolescence, contemporary problems in economics, history and appreciation of music, science in the home, conversational French, German, Italian, and Spanish, registration over 1,000.

INSTITUTE FOR ADULT EDUCATION,
Grover Cleveland High School,
Grandview Ave. and Himrod St.,
Ridgewood, New York, N. Y., Emil
L. Guerra, *dir.*

Organized for purpose of providing adults with vocational and cultural facilities; classes in typewriting, shorthand, health problems, English literature, public speaking, conversational German, art and music appreciation, contemporary civic problems, business training, etc., given at school in cooperation with parents' clubs of school; nominal tuition fees to defray expenses of administration and supplies; instructors give services; all classes held in late afternoon.

INSTITUTE FOR ADVANCED EDUCATION,
111 E. 15th St., New York, N. Y.,
Branch Office, Roerich Museum, 310
Riverside Drive, New York, N. Y.,
Dagobert D. Runes, *dir.*

Object is to furnish intelligent layman of New York City with knowledge of present status of various sciences, literature, art, music, etc.; some courses grant "alertness clause" credits authorized by Board of Education; issues numerous publications on educational subjects, list on request; attendance, 8,000 in 1932-33.

INSTITUTE OF ARTS AND SCIENCES, Columbia University, New York, N. Y.,
Russell Potter, *dir.*

"Laboratory of ideas in a changing world, a forum for discussion of important trends and tendencies, a meeting place for intelligent men and women who wish to know the meaning of de-

velopments in national and international affairs, in philosophy and science, in literature and the fine arts"; presents lectures, concerts, recitals and plays; no entrance requirements, no examinations, no class room formalities; enrollment, 2,500.

THE NEIGHBORHOOD TEACHER ASSOCIATION, 222 E. 79th St., New York, N. Y., Elizabeth A. Woodward, *supv.*

Provides opportunity for adult education of foreign-born women of every race in greater New York's five boroughs, particularly women whose traditions interfere with natural assimilation, through study groups and clubs initiated by foreign-born hostesses or organized by Neighborhood teacher in homes and district centers, teachers serve as interpreters of American life and language; preserve best old world customs; interpret Neighborhood agencies to the mother; work in behalf of child welfare; bring home and school into closer cooperation; visit homes to learn through personal acquaintanceship the conditions, interests, and actual needs of individuals in study groups; Neighborhood teacher has been called "itinerant settlement."

NEW SCHOOL FOR SOCIAL RESEARCH,
66 W. 12th St., New York, N. Y.,
Alvin Johnson, *dir.*

Established in 1919 to provide persons of mature intelligence with facilities for instruction and research in vital problems of day, purpose of School is "to seek an unbiased understanding of the existing order, its genesis, growth and present working, as well as of those exigent circumstances which are making for its revision"; no entrance requirements, except for limited number of special courses, no degrees conferred; no examinations held except in special cases where student requires formal rec-

ord of work done, faculty changes frequently in order to introduce element of freshness in instruction, members of faculty uniformly of university rank; courses in psychology, philosophy, literature, art, economics, etc., all designed to carry out avowed purpose of School; for years 1933-34, 1934-35, School has added Graduate Faculty of Political and Social Science, composed of scholars displaced from German universities, graduate students admitted to courses offered by this faculty, others engaged in original research may be admitted after consultation with professors.

THE PEOPLE'S INSTITUTE, 70 Fifth Ave., New York, N. Y., Everett Dean Martin, *dir.*

Founded in 1897 as forum for public discussion; free lectures and discussions held in cooperation with Cooper Union in Great Hall of Cooper Union every Tuesday, Friday, and Sunday evening from November to May; total attendance, 1933, 66,550; Friday evening lectures given by director as continuous course each year; lectures on other evenings given by various authorities on many subjects; total attendance, 1932-33, 4,425; Institute program for 1933-34 includes numerous series of lectures by director and other authorities on Liberalism and the Spirit of Revolution, the Unconscious Revolution, Ethical Factors in the Problem of Social Justice, History of Scientific Thought; at invitation of Muhlenberg Forum conducting series of experiments in Socratic discussion at Muhlenberg Branch Library.

JOHN C. CAMPBELL FOLK SCHOOL, Brasstown, N. C., Mrs. John C. Campbell, *dir.*

Objective is upbuilding and enrichment of country life; four months'

course, based on Danish folk schools, offered during winter for adults over seventeen years of age; life of school interwoven with life of community; activities of farm and home life of school serve as practical demonstration to community of better mode of living; school staff cooperates with community cooperative creamery, cooperative mill, cooperative Craft Guild, credit union; men's and women's clubs work with staff to promote all community undertakings; enrollment, 18 boarding students, large number persons in community also reached.

COMMUNITY SCHOOLS OF BUNCOMBE COUNTY, Buncombe County, N. C., Elizabeth C. Morriss, *dir.*, Mrs. J. M. Day, *asst. dir.*

Organized in 1919, becoming an integral part of public school system after several years of demonstration; curriculum planned to meet needs, interests, and aptitudes of adult elementary students, largely native-born white men and women with small percentage of Negroes and a few foreign born, program based on community interests; schools attempt to enable students to develop techniques for attacking own problems, to inculcate desire for continuing education, and to develop leadership; future plans include coordinating activities more closely with the Smith-Lever and Smith-Hughes extension services, and with the state and local library programs, the development of lay leadership for specific services, and the extension of community school program to neighboring mountain counties through a traveling demonstration school, enrollment, 1919-34, 9,000.

PIONEER NIGHT SCHOOL, R.F.D. 2, Friendly House, Canton, N. C., Hannah J. Powell, *dir.*

Works with adult mountaineers, adjusting program to group needs; small

group method used, with teacher responsible for progress of each group; instruction given in reading, writing, arithmetic, home making, music, home arts, enrollment, 36.

WILBUR WRIGHT ADULT OPPORTUNITY SCHOOL, Wilbur Wright School, 1361 E. Huffman Ave., Dayton, Ohio, Willard H. Marquardt, *in charge*, *adult classes*.

School held annually one evening a week during winter for six consecutive weeks, from 7:30 to 9:30, each evening divided into two class periods and an assembly period to allow students to attend two classes per evening, lecture courses without charge to all adults in Dayton, on art and interior decoration, aviation (through motion pictures), blue print reading, business practice, cabinet making, child guidance, home making courses, English for parents, French, German, gardening, mathematics, science, music, public speaking, typing, United States history, and civics, etc.; School sponsored by Board of Education, Parent-Teacher Association, and faculty of Wilbur Wright School; enrollment, 1933, 406.

OPPORTUNITY SCHOOLS OF SOUTH CAROLINA, Department of Education, Columbia, S. C., Wil Lou Gray, *supv.*

Purpose of schools is to extend to persons over fourteen years of age and under eighth grade in attainment, chance for continuation education for one month in college environment under conditions conducive to rapid learning; no previous schooling required for admission, students given instruction in three R's, citizenship, health rules, appreciation of literature, art and music, home making, foods, clothing, manual training, gardening, poultry raising, good manners, public speaking, dramat-

ics, textiles, and wise use of leisure; schools financed by state, which pays teachers' salaries and by individuals, church organizations, civic and patriotic clubs, textile officials, and scholarships; \$15 pays all expenses of student after reaching college; total enrollment during 13 years of existence, 2,034.

GOODWYN INSTITUTE, Goodwyn Institute Bldg., Memphis, Tenn., Clarence C. Ogilvie, *dir.*

Free lecture courses (sometimes illustrated) October to April; average attendance, 1,000; lectures on past and present-day conditions in different countries, current events, travel, drama, literature, and politics; purpose is to provide continued education for adults and youths along general and special lines, to afford authoritative and accurate information on all kinds of practical and cultural subjects, and to stimulate and encourage reading and study; maintains free reference library.

WATKINS INSTITUTE, 605 Church St., Nashville, Tenn., W. D. Strayhorn, *supr.*

Free day and evening courses open to white adult students; Americanization class; courses in art, astronomy, commercial subjects, home arts, music, economics and government, etc.; enrollment, 3,000.

CIVIC FEDERATION OF DALLAS, 2419 Maple ave., Dallas, Texas, Elmer Scott, *ex. sec.*

Program designed to fit local needs and interests; non-vocational except in Social Service Institute; operates in belief that "adult education process in a community is properly a cooperative enterprise and that the factors involved are co-extensive with the whole area of culture and knowledge", conducts wide

variety of activities from promotion of an art school and music appreciation, to a study of economic reform movements; methods vary from small study and discussion groups to large open forum assemblies.

FLETCHER FARM, Proctorsville, Vt.,
Abbie Graham, *dir*

Operates from May to October each year as center for adult education for

lay and professional leaders resident anywhere; needs of small rural community emphasized; "interest groups" in arts, government, public education, parent education, social work, courses and seminars on methods of adult education and adult education movements; faculty consists of persons with varieties of interest in adult education; publishes occasional bulletins; membership consists of 30 trustees.

The following are short-term institutes, held for the most part during the summer months. The list is arranged alphabetically by state and city.

THE PEOPLE'S INSTITUTE, 38 Gothic St., Northampton, Mass., M. Evelyn Roe, *sec.*

Twenty-one weeks' work, with classes two nights a week in English, German, Italian, French, Latin, art, interior decoration, calculus, algebra, and arithmetic, taught by Smith College students.

WELLESLEY SUMMER INSTITUTE FOR SOCIAL PROGRESS, Wellesley, Mass., Dorothy P. Hill, *dir.*, 420 Jackson Bldg., Buffalo, N. Y.

Series of annual summer institutes of two weeks' duration held to consider various aspects of the question: What are the Fundamentals of a Good Social Order and How Can They Be Realized?; 1933 topic, Our Economic Future—Its Direction and Control; morning sessions devoted to lectures and discussions; afternoons to round tables; operated by representative group of educators, men of affairs, and Wellesley alumnae; no scholastic prerequisites nor age limits, but invitations issued only to 130 applicants selected by admissions committee, so as to keep balanced representation from all occupational groups; fee of \$50 covers cost of two weeks' term; scholarships for industrial workers.

INSTITUTE OF PUBLIC AFFAIRS, University, Va., Charles G. Maphis, *dir.*

Annual two weeks' Institute during summer; designed to advance popular understanding of current public questions; emphasizes domestic problems of United States and provides for discussion by men and women charged with the task of public administration and by those who are actively engaged in public affairs; open to those who have taken part in public life and to those interested in any phase of public affairs, international, national, state, or local, during 1933 session, round tables on international affairs added to regular sessions, enrollment, 850; for further information about program of Institute, see p. 147.

SUMMER INSTITUTE FOR WOMEN, Texas State College for Women, College of Industrial Arts, Denton, Texas, Jessie H. Humphries, *dir.*

College of Industrial Arts holds fifteen-day Summer Institute for Women, offering courses in economics and government, English, fine and applied arts, foreign languages, history, home economics, journalism, music, etc.; enrollment, 10.

See also the following organizations:

- FORD HALL FORUM, p. 66.
 FRANKLIN INSTITUTE OF PHILADELPHIA,
 p. 286.
 INSTITUTE OF ADULT EDUCATION, Ann
 Arbor, Mich., p. 102.
 INSTITUTE OF RACE RELATIONS, p. 127.
 INSTITUTE OF SOCIAL AND RELIGIOUS
 RESEARCH, p. 327.
 INSTITUTE OF WOMEN'S PROFESSIONAL
 RELATIONS, p. 327.
 LIFE STUDY INSTITUTES, p. 14.
 MUHLENBERG FORUM, p. 67.
 OGLEBAY INSTITUTE, p. 14.

Also the following articles:

- PARENT EDUCATION, p. 131.
 ADULT EDUCATION UNDER PUBLIC
 SCHOOL AUSPICES, p. 158.
 TRAINING LEADERS FOR ADULT
 GROUPS, p. 233.
 WORKERS' EDUCATION, p. 299.

READING LIST

Hart, J. K. *Adult Education*. Crowell,
 1927. 341 p.

Chap. VIII. *Adventures in Adult
 Education*. Lyceums, Institutes and
 their like. pp. 169-175.

Nelson, Thomas H. *Ventures in Infor-
 mal Adult Education*. Association
 Press, 1933. 120 p.

An account of fifty-three programs
 which were successfully carried on in
 different Y.M.C.A.'s in the United
 States, together with a description of

the methods employed. A case history
 of this phase of adult education.

Peffer, Nathaniel. *New Schools for
 Older Students*. Macmillan, 1926.
 250 p.

A study of a wide variety of adult
 educational activities, with important
 deductions regarding the aims, spirit,
 and methods of the movement in this
 country.

Smith, H. K. *The History of the
 Lowell Institute*. Boston, Mass.,
 Lamson Wolfe, 1898. 125 p.

Sweeney, C. P. *Adult Working-class
 Education in Great Britain and the
 United States*. U. S. Dept. of Labor,
 Bulletin 1920, No. 271. Washington,
 D. C., Government Printing Office,
 191 p.

Describes workers' education and
 tutorial classes in England and the
 introduction of the movement to
 America. Notes on schools such as
 Ruskin, Central Labour College,
 Plebs League, Rand School, etc.

Swift, F. H., and J. W. Studebaker.
What Is This Opportunity School?
 N. Y., American Association for
 Adult Education, 1932. 87 p.

An account of the history of the
 Denver Opportunity School, founded
 in 1916, and a complete examination
 of its curriculum and student body
 together with a careful study of its
 finances and a discussion of its rela-
 tion to the public school system of
 Denver.

THE LITTLE THEATER

With the passing of the "road" company and the decline of the professional theater outside of New York City, hundreds of little theater groups have been formed all over the country and are providing a moving-picture-satiated public with a substitute that ranks with the product formerly sent out by Broadway producers.

In 1930 Kenneth Macgowan made a study of the little theater in the United States for the American Association for Adult Education and the results were published under the title *Footlights Across America*. This study disclosed that there are well over a thousand little theater groups functioning. Many of these, chiefly in the larger communities, have their own theater buildings, where repertories of plays are produced under competent direction. Hundreds of groups without their own theaters are regularly producing plays in grange halls, opera houses, church auditoriums, settlement houses, remodeled barns, and high school assembly rooms. The total number seems to be increasing year by year, in spite of the fact that many groups disappear in consequence of bad financing or bad direction. The result of the dramatic effort outside of the trade theater is shown already in every branch of the theater.

A wealth of folk-drama and worth-while plays of American life that otherwise never would have been written or produced are being presented by little theater groups each year. Significant work is being done in rural areas by Frederick H. Koch of the University of North Carolina and by Alfred G. Arvold of North Dakota Agricultural College. Professor Arvold has built up a state-wide interest in the little theater and has established for the use of little theater and other groups a lending library of plays, most of which have been "tried out" under his direction in the Little Country Theater in Fargo. Professor Koch has taught his students to see drama in their every-day surroundings, and has been responsible for the writing and producing of a number of noteworthy plays and pageants. The extent to which these plays meet the recreational needs of the people of the state, particularly those of the rural districts, is shown in the following description of a production of one of them, witnessed by Professor Koch: "In the sparsely settled back-

country of the Piedmont section of North Carolina, twenty-five miles east of Chapel Hill, the country people of Ebenezer Neighborhood have built for themselves a theater of pine logs from their densely-forested country. This is the home of the 'Rustic Revelers.' It is a well-built log cabin, about fifty feet in length and twenty-five feet wide, with a massive chimney made of native rock on the creek side of the building. When we arrived, the country people had already gathered from far and near, and the orchestra of old-time fiddlers and banjo-pickers was playing a lively jig. The theater was dimly lighted with candles—a row of them set on the mantle-shelf of the great stone fireplace. The stage was a movable one designed by one of the school boys, and the curtain was the cheapest cloth. For footlights three kerosene oil lamps were placed on grocery-boxes before the curtain. The stage setting, made of large sheets of cardboard and covered with ordinary wrapping paper, cost sixty cents all told. The plays given that evening were old-time favorites of the Carolina Playmakers and never were they presented with greater sincerity or for a more appreciative audience. These characters were familiar figures, and the actors were their own people."

There has always been an interest in the production of plays by "home talent" in the rural districts and small towns of this country, and the need for inexpensive recreation during the past few years has served to quicken that interest. Agricultural extension departments in several states, notably New York and Iowa, consider the encouragement of dramatic activities an important part of their recreation programs. In New York State, county training schools in community dramatics, open to anyone wishing to take active part in the production of plays by community organizations, are organized by the Department of Rural Social Organization of the State College of Agriculture. Intensive instruction is given in directing and staging plays. The three or more plays judged to be the best produced by community groups throughout the year are presented each year at a play festival held at the state University. One small village in northern New York reported that the production of a contest play became a community project: "A costume group searched libraries to ascertain the correct costume for the period the play portrayed, and then deftly sewed and fitted; a group of men and boys made the antique furniture and small props—such things as a pair of candlesticks which they hammered out of an old copper wash-boiler; electricians labored with lighting effects. In this case dramatics proved to be the socializing agency for developing that elusive 'community spirit.'"

Colleges and universities are furthering the work of the little theater by graduating students who have taken well-coordinated courses in acting, production, design, and playwriting, as well as in the history of the drama. Among the institutions now giving such courses are Yale, Northwestern University, the University of Iowa, the University of Washington, and the University of North Carolina. A number of Negro colleges and universities, among them Morgan College cited below, are giving courses in the drama.

As a means of bringing about closer cooperation between the organized theaters already established, to serve newer theaters, and to broaden and strengthen the field of dramatic education, a National Theatre Conference was organized in 1932. The Conference assumes, as a basis, the importance of the theater both as an art and as a factor in social and educational life. It emphasizes the idea that there is a greater future for the American theater if there are many producing centers representing, in the materials of their plays and their productions, the whole panorama of American life, than if there is only one great producing center for the entire country. The work of the Conference is being developed according to a regional plan, with the idea of stimulating local, state, and sectional initiative and opportunity. A full description of the program of the Conference appears on page 339.

D. R.

A few of the established little theater groups, operated on a non-commercial basis, appear below. The list is arranged alphabetically by state and city.

LOS ANGELES COUNTY DRAMA ASSOCIATION, 240 So. Broadway, Los Angeles, Calif.

Aims to encourage development of dramatic ability and to enliven interest of community at large in cultural, educational and recreational values of little theater entertainment; membership consists of little theater groups in Los Angeles County; extensive free circulating library of plays and books on drama; conducts annually a one-play tournament among members, and nation-wide playwriting contests; holds conferences for practical discussion of theater problems such as playwriting, make-up, train-

ing for beginning actors; sponsors courses in stage direction, etc.

PASADENA COMMUNITY PLAYHOUSE, 39 So. El Molino Ave., Pasadena, Calif., Gilmore Brown, *dir.*

Produces 26 full-length plays, 26 workshop original plays, four membership plays; director, general manager, 32 employees; value of plant, \$450,000; large theater seats 820, small hall seats 300; three divisions of Playhouse: Main Theatre; Playbox, an experimental division; and Workshop, laboratory theater for training theater students; maintains close contact with community

through Pasadena Community Playhouse Association of nearly 4,000 members.

SAN FRANCISCO DRAMA FEDERATION, San Francisco County and City Recreation Department, San Francisco, Calif., Hester Proctor, *dir.*

Organized October, 1933, for purpose of arousing interest in dramatic arts, will serve as clearing house for information concerning efforts of individual groups in county; plans to have program similar to Los Angeles County Drama Association (see above).

YALE UNIVERSITY THEATRE, New Haven, Conn., Allardyce Nicoll, *chmn.*, *Department of Drama, School of Fine Arts.*

Five to six major productions, eight to ten historical productions and numerous one-act Workshop plays a year in university theater, seating 700, and in Workshop; courses designed to prepare students in playwriting, design, technique of theater, for teaching and for work in theater.

THE INSTITUTE PLAYERS, Jewish People's Institute, 3500 Douglas Blvd., Chicago, Ill., Charles K. Freeman, *dramatic dir.*

Own theater, People's Playhouse; maintains own workshop that designs and builds scenery; holds weekly classes in practical arts of theater including fencing, costuming, diction, and voice training; produces between twenty and thirty plays each year; repertory group playing every Wednesday evening at popular prices.

NORTHWESTERN UNIVERSITY THEATRE, Evanston, Ill., Garrett H. Leverton, *dir. and prof. of dramatic productions.*

Cooperates with Northwestern University School of Speech; produces fif-

teen full-length plays a year; theater seats 313; graduate and undergraduate courses designed to prepare student for teaching drama and speech, or for work in theater; maintains close contact with community.

UNIVERSITY THEATRE, University of Iowa, Iowa City, Iowa, Edward C. Mabie, *dir.*

Produces seven to twelve full-length plays per year, seating capacity of theater, 746, highly developed university extension program; close cooperation with community.

THE LITTLE THEATER COMPANY, University of Louisville Players, Louisville, Ky., Boyd Martin, *dir.*

Cooperates with Department of English, University of Louisville; produces five full-length, twelve one-act plays each year; seating capacity of theater, 533; offers courses in playwriting and public speaking.

THE MORGAN COLLEGE DRAMATIC CLUB, Morgan College, Hillen Road and Arlington Ave., Baltimore, Md., S Randolph Edmonds, *dir.*

Club aims to create interest in cultural and educational aspects of drama, to serve as outlet for dramatic talent, and to act as laboratory for teaching of courses in dramatic art; specializes in modern drama, especially in folk and Negro plays; instrumental in organizing The Negro Intercollegiate Dramatic Association; college offers courses in playwriting, dramatic production, religious drama, history of theater, etc.

LITTLE THEATER OF ST. LOUIS, St. Louis, Mo., Thomas Wood Stevens, *dir.*

Produces five to eight full-length plays per year; volunteer workers and

actors; seating capacity of theater, 200; yearly playwriting contest.

NEW YORK STATE COLLEGE OF AGRICULTURE, Cornell University Agricultural Experiment Station, Department of Rural Social Organization, Ithaca, N. Y., Robert A. Polson.

Organizes county training schools in community dramatics open to anyone interested in taking active part in production of plays by community organizations, including instruction in directing and staging plays; conducts annual festival during Farm and Home Week, when three outstanding plays produced by rural groups of state during past year are presented in University's Little Theatre by winning groups; lending library of plays for selection purposes has circulation of over 1,500 single plays, and over 100 books of plays annually.

AMERICAN PEOPLE'S THEATRE, New York, N. Y., Morelza Morrow, *dir.*

Unemployed actors and persons with avocational interest in dramatics discovered by Adjustment Service of New York (see p. 292), where director is counselor, serve as nucleus for group; class work in voice, acting, production of plays, diction, dancing, etc., given by experts, attempt made to unify work by studying one period of dramatic history in all classes for two or more weeks; salaries of some members of staff paid from state funds.

HARLEM EXPERIMENTAL THEATRE, 135th Street Library, New York, N. Y., Regina M. Andrews, *ex. dir.*

Chiefly interested in producing original plays by Negro writers; twenty members in acting group; during 1933-34 offered courses in the Voice as an Art Medium, Dramatic Training for Church Groups, Community Acting for

Studio Performances, Art of the Dance, etc.

LOG CABIN THEATRE, Route 1, Cary, N. C., Genevieve Woodson, *dir.*

Group designed and built own log cabin theater, which serves as community house; produces chiefly folk plays suggested by Carolina Playmakers (see below).

THE CAROLINA PLAYMAKERS, Chapel Hill, N. C., Frederick H. Koch, *dir. and Kenan Professor of Dramatic Literature, Department of English, University of North Carolina.*

Cooperate with University of North Carolina; produced 112 original plays between 1918 and 1931 in Playmakers Theatre, seating 345, University Auditorium, seating 1,800, and Forest Theatre; from 1920-33, Playmakers made 28 tours playing to more than 250,000 people, extension courses; bureau of community drama; publications include four volumes of original Carolina folk plays and dramatic periodical, *The Carolina Play-Book*.

THE PLAY HOUSE, 2040 E. 86th St., Cleveland, Ohio, Frederic McConnell, *dir.*

Produces eighteen to twenty-five full-length plays per season; director, assistant director, thirty employees; maintains \$325,000 plant, seating 522 in large theater, 150 in small theater.

SCHOOL OF DRAMATIC ART, Norman, Okla., Rupel J. Jones, *dir. and assoc. prof. dramatic art, School of Dramatic Art, University of Oklahoma.*

Five to seven full-length and fifty short plays per year; seating capacity of theater 1,800; graduate and undergraduate courses, designed to prepare student

for teaching drama and speech, for work in theater, and for cultural background.

HEDGEROW THEATRE, Moylan Rose Valley, Pa., Jasper Deeter, *dir.*

Produces eight to ten full-length plays per year in theater seating 168; staff includes director, eighteen employees.

LITTLE THEATRE OF WILKES-BARRE, 39 No. Washington St., Wilkes-Barre, Pa., B. F. Burgundee.

An organization of several hundred active workers; produces from five to six plays a season in rented workshop, staff consists of full-time paid director, paid secretary, and part-time technical director; all other positions voluntary; supported by about 1,000 subscribers and by sale of single tickets; inaugurated free dramatic classes in 1933; sixty-six students, many of them drawn from the mines and mills, receiving instruction in diction, pantomime, etc., beginning January, 1934, conducting series of eight Saturday morning conferences on stage direction and production for school teachers of community.

UNIVERSITY OF WASHINGTON, Seattle, Wash., Glenn Hughes, *prof. of English, Department of English, Division of Drama.*

Six long and nine short plays produced annually in university auditorium, seating 2,200, and in Repertory Playhouse, seating 340; graduate and undergraduate work in playwriting and theater arts.

See also the following organizations listed under National Organizations:

NATIONAL COUNCIL OF JEWISH WOMEN
NATIONAL RECREATION ASSOCIATION
NATIONAL THEATRE CONFERENCE

And also the following related articles:

PUPPETS IN ADULT EDUCATION, p. 175.
THE PLACE OF RECREATION IN ADULT EDUCATION, p. 185.

READING LIST

Dean, Alexander. Little Theater Organization and Management: for Community, University, and School. Appleton, 1926. 314 p.

Covering every step of the process of organizing a little theater in a community, university, or school. Details of committee, staff, personnel, publicity, business management, etc. all thoroughly discussed. Oliver Hinsdell's *Making a Little Theater Pay* (French, 1915) is a shorter account, based on the experience of the Dallas little theater.

Dolman, John, Jr. The Art of Play Production. Harper, 1928. 466 p.

A practical and helpful book, well organized and written, treating all phases of production, acting, directing, scenic design, etc., for the small theater in college, school, or community.

Gilder, Rosamond. A Theater Library. Theater Arts, Inc., for the National Theatre Conference, 1932. 74 p.

A bibliography of a hundred books relating to the theater.

Macgowan, Kenneth. Footlights Across America. Harcourt, 1929. 381 p.

A survey of the present condition of the little theater movement in America and its practical working aspects. The origins and history of the idea can be traced in Sheldon Cheney's *The Art Theater* (Knopf, 1925) and H. K. Moderwell's *The Theater of Today*, with an introduction by John Mason Brown (Dodd, 1928).

TRAINING BY CORPORATIONS

Many corporations conduct their own educational programs for the training of their employees. Such programs are in no way allied, either in nature or in purpose, with "workers' education" discussed on p. 299. The development of this type of adult education is comparatively new, and reflects the increasing complexity of production and the emergence of needs which public vocational schools and private vocational schools have been unable to meet. Although the schools are maintained primarily for the purpose of instructing employees to do their work more efficiently, employers, in establishing and carrying them on, have also taken into account their responsibility to society and to their employees, and have provided courses of cultural and practical value in subjects not directly connected with their work.

Previous to 1931 there were several hundred industries offering their employees training, sometimes during working hours, sometimes out of hours, ranging from elementary to highly technical instruction. Since that date, because of unsettled economic conditions, many industrial concerns have been forced to retrench to the point of doing away with their educational programs entirely, or of cutting them drastically. Most companies believe this to be only an emergency measure, and are planning to go forward with their educational programs as soon as an improved financial state warrants it. Employers feel that present industrial conditions have served to emphasize the value of the adaptability and versatility that comes to employees through proper training.

Pre-depression training programs included courses in subjects as widely varied as public speaking and photography. In *Educational Experiments in Industry*, a study made for the American Association for Adult Education in 1930-31 by Nathaniel Peffer, details are given about the multifarious programs carried on for employees by many large industrial concerns, including the American Telephone and Telegraph Company and associated companies, the Dennison Manufacturing Company, the Commonwealth Edison Company, General Motors Company, the Singer Sewing Machine Company, and many others.

Experts have assured the editor of the *Handbook* that any detailed

statement of the educational programs being carried on at the present time by industrial concerns would be out of date, because of rapidly changing conditions, before it could be published. Therefore no attempt has been made to gather data on the subject. It is hoped that if and when a new edition of this volume is published, the subject can be treated more thoroughly.

D. R.

See the following article:

VOCATIONAL EDUCATION FOR ADULTS,
p. 280.

READING LIST

Allen, C. R. *The Foreman and His Job*. Philadelphia, Lippincott, 1922.

Contains a wealth of material of value as a guide for foreman conference leaders and also as a follow-up text for foreman groups. Available either as a single volume or in pamphlet form.

_____. *The Instructor, the Man, and the Job*. Philadelphia, Lippincott, 1919.

The principal purpose of this book is to serve as a text and reference work for instructors of trade and industrial subjects. Of use in foremanship courses in proportion as the foreman has responsibilities for the

instruction of apprentices and others on the job.

Mays, A. B. *The Problem of Industrial Education*. Century, 1927. 416 p.

Sketches the origin and growth of the modern idea of formal training for industrial occupations, noting particularly the advantages and disadvantages of the various systems of apprenticeship. Explains the complexity of the modern problem of industrial education and points out its economic and social significance.

Peffer, Nathaniel. *Educational Experiments in Industry*. Macmillan, 1932. 207 p.

A factual presentation of what has been done by a number of large industrial firms, and in some measure an appraisal of their work. The whole inquiry shows what the possibilities of education for workers are and what has already been accomplished in that direction.

TRAINING LEADERS FOR ADULT GROUPS

The recent growth in the number of adult study and discussion groups has necessitated consideration on the part of educators of methods of training leaders for these groups. Teacher training institutions and colleges and universities have for some time been offering courses in the teaching of foreign-born groups, but to date the number of formal courses for the training of the lay leader given by educational institutions has been negligible.

Where are groups to find competent leaders? Shall the colleges and universities be responsible for offering courses in leadership training or shall national organizations undertake to supply training for leaders of groups among their constituencies? Shall the leader be selected in haphazard fashion by the group and be permitted to learn the art of leadership "on the job"?

Discussion groups are not waiting for an answer to these questions. They are going forward with such leaders as can be obtained. Some groups have been short-lived because of the lack of competent leaders; others have imbibed astonishing amounts of misinformation from enthusiastic, but ill-informed leaders; still others have obtained, usually by chance, well-educated persons with a natural gift for leadership, and a fund of accurate information to guide them and these groups have flourished.

Parents have organized their parent education activities for themselves in many more situations than those in which professionals have taken organization responsibility. In general there have not been enough acceptable teacher-leaders for a group which parents wish to start and participate in. Consequently, lay leadership in some form or other is found in almost every center in which there is a program of parent education. In many centers professional workers spend all of their time training and supervising lay leaders. In one community the professionals meet lay leaders every other week during the winter months and in the alternate weeks, by twos, they lead their own group in their own neighborhood. In another center the lay leaders are given a twenty-week preliminary training course; the next season, while they are leading their own groups, they receive occasional supervisory help from the professional. Many lay leaders have participated in training

institutes held at summer conferences, or during the school year at conferences held in connection with parent-teacher meetings. In one state qualified lay leaders are certified as teachers of parents' classes by the educational authorities. At the other extreme, many lay leaders have become leaders simply because of the esteem in which they are held by other parents in the community and because of their ability to win for themselves an immediate following.

The churches were the first organizations to become cognizant of the need for trained leaders of adult classes. Most denominations now hold annually short courses for leaders of adult classes, at county, state and national meetings, and continue instruction during the winter months through their publications. The International Council of Religious Education has an ambitious program involving the publication of curriculum guides and the holding of leadership training conferences. The headquarters offices of the Young Men's Christian Association, the Knights of Columbus, and other organizations prepare and make available to their constituencies outlines for group leaders.

The state agricultural extension leaders were quick to see the necessity for the well-trained lay leader in extension work. The lay leader's training now consists of attendance at special demonstrations and meetings conducted by agricultural and home demonstration agents, and frequent conferences with the agents, supplemented by the reading of technical literature. The extent of the work done under the supervision of lay leaders is indicated in the notes on agricultural extension service on page 4.

Most of the national women's organizations supply carefully prepared pamphlets with instructions for leaders of parent groups, and study guides for group members. Frequently at the national assemblies of these organizations a discussion of leadership training is given a place on the program.

D. R.

The following list, arranged alphabetically by state and city, includes some of the courses given in leadership training and mentions a number of the organizations offering guidance through publications, courses, or institutes to leaders of groups conducted for members

FEDERATION OF PARENT-TEACHER ASSOCIATIONS, Douglass School, First and Pierce Sts., N.W., Washington, D. C., Edyth A. Lyons, *sec.*, 1833 S St., N.W.

Training class for study and discus-

sion group leaders attended by about forty members of Federation; program includes lectures and discussion of organization of individual groups and technique of leadership, together with practice by individual members in leading group discussion.

IOWA STATE COLLEGE, Ames, Iowa,
Mary S. Lyle, *asst. prof. home econ.*
ed.

Credit course on methods for evening school classes including organizing and teaching evening school classes, planning units of work, observing class work; enrollment, winter quarter, 30, summer school, 14.

DEPARTMENT OF RECREATION, 504
Elmwood Ave., Detroit, Mich.

Training classes for representatives of churches and clubs in social recreation; for further information concerning program of Department see p. 190.

NEW YORK STATE COLLEGE FOR
TEACHERS, Albany, N. Y., Margaret
Hayes, *dir. in charge adult ed. course.*

Course in parent education, designed for school administrators, supervisors, and teachers to show practical relationships of parent education movement to public schools; course in lay leadership training on techniques of leading groups, parent-child relationships, etc., organized to guide leaders in lay leadership work; enrollment, 50.

NEW YORK STATE COLLEGE OF HOME
ECONOMICS, Extension Staff, Cornell
University, Ithaca, N. Y.

Offers training periods to study club officers and gives special training to county leaders.

THE COLLEGE OF THE CITY OF NEW
YORK, School of Education, 139th St.
and Convent Ave., New York, N. Y.,
Paul Klapper, *dean*, Samuel J. Brown,
instructor, in charge, adult ed. courses.

Elementary and advanced courses in English and citizenship for foreign born, including consideration of class organization, psychology of immigrant, teaching modern languages, and oral and

written English, phonetics, citizenship, aids in civic instruction, and socialization of adult immigrant; feature of each course is presentation of lessons by students; actual class room work, observed in local evening schools, satisfactory completion of either course entitles students to state certificate in immigrant education.

FORDHAM UNIVERSITY, Teachers College, Room 736, Woolworth Bldg., New York, N. Y., Abraham Curzan, *in charge, adult ed. courses.*

Course outlining general procedure of teaching English, citizenship, naturalization, and special technique required with beginning and advanced groups of non-English-speaking adults; State Department of Education issues certificate in immigrant training to those satisfactorily completing course; enrollment, 13.

NATIONAL RECREATION ASSOCIATION,
315 Fourth Ave., New York, N. Y.,
Howard S. Braucher, *sec.*

Leadership training service, given by field workers to groups throughout the United States, consists of formal classes and informal instruction in drama, music, park recreation, promotion of activities for women and girls, recreation in institutions, publicity methods, work with colored communities, physical education; all field classes conducted for both volunteer and paid recreation leaders, recruited from municipal recreation departments, schools, churches, fraternal and civic organizations, etc., with objective of multiplying leadership, most courses limited to intensive institutes of from three to seven days, with attendance ranging from 35-70; Association also conducts National Recreation School, giving nine months' professional course to college graduates, or those having equivalent, in methods of

community recreation leadership, holds periodically six weeks' school for training of colored recreation leaders; for further information about program of Association, see p. 338.

UNITED PARENTS ASSOCIATIONS OF NEW YORK CITY, INC., 152 W. 42nd St., New York, N. Y., Margaret Lighty, *ex. sec.*

Program of lay leadership training includes training of parents as discussion leaders of local groups for study of family relations; training of officers and committee chairmen of local associations; education department offers two-year courses for discussion of family relationship to lay leaders representing local study groups organized within various parent associations; educational directory seeks to give lay leaders understanding of discussion methods and psychological and sociological, economic and mental hygiene approaches to problems incident to family relations, child relations, and adolescence; during 1933-34, 94 lay leaders representing 49 local study groups with total membership of approximately 500 receiving training; for further information about program of this organization, see p. 139.

OHIO STATE UNIVERSITY, Department of Adult Education, Columbus, Ohio, Jessie A. Charters, *chmn. of dept.*

Course in leadership training, emphasizing methods of teaching parental education with lectures, project supervision, and field laboratory work with parents' study groups, also course in advanced leadership training, intended for persons in organizations and institutions engaged in directing work in adult education throughout the state, particularly in field of parental education; for further information about courses offered by Department of Adult Education see p. 57.

UNIVERSITY OF PITTSBURGH, School of Education, Pittsburgh, Pa., Coit R. Hoechst, *dean of ed.*

Course on teaching English to adult immigrants—instruction in principles of teaching English to adults, with class room demonstration, course on American ideals and racial background, for teachers in extension education field, giving historical background and racial inheritances of immigrants, problems of assimilation and amalgamation, and course on extension education and administration including problems of teacher training and state certification, organization and administration of evening schools, adult immigrant day school, home classes for foreign-born mothers, and community center activities; total enrollment, 30.

See also the following organizations listed under National Organizations.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

AMERICAN BAPTIST PUBLICATION SOCIETY

AMERICAN FARM BUREAU FEDERATION

AMERICAN UNITARIAN ASSOCIATION

CHILD STUDY ASSOCIATION OF AMERICA

CHURCH OF THE UNITED BRETHREN IN CHRIST

COMMISSION ON JEWISH EDUCATION

CONGREGATIONAL EDUCATION SOCIETY

INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

KNIGHTS OF COLUMBUS

METHODIST EPISCOPAL CHURCH, SOUTH

METHODIST PROTESTANT CHURCH

NATIONAL CONGRESS OF PARENTS AND TEACHERS

NATIONAL COUNCIL OF CATHOLIC WOMEN

NATIONAL COUNCIL OF JEWISH WOMEN

NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS

NATIONAL FEDERATION OF SETTLEMENTS

NATIONAL GRANGE OF PATRONS OF
HUSBANDRY
NATIONAL LEAGUE OF WOMEN VOTERS
PRESBYTERIAN CHURCH IN THE UNITED
STATES
PRESBYTERIAN CHURCH IN THE UNITED
STATES OF AMERICA
SOUTHERN WOMAN'S EDUCATIONAL AL-
LIANCE
UNITED CHRISTIAN MISSIONARY SOCIETY
UNITED LUTHERAN CHURCH IN AMER-
ICA
UNITED SYNAGOGUE OF AMERICA
UNITED STATES DEPARTMENT OF AGRI-
CULTURE
YOUNG MEN'S CHRISTIAN ASSOCIATION
YOUNG WOMEN'S CHRISTIAN ASSOCIA-
TION

Also the following articles.

COURSES IN ADULT EDUCATION, p. 54.
MUSIC IN ADULT EDUCATION, p. 115.
PARENT EDUCATION, p. 131.
THE PLACE OF RECREATION IN ADULT
EDUCATION, p. 185.
PROGRAMS OF SOCIAL EDUCATION CON-
DUCTED BY RELIGIOUS GROUPS, p.
195.

READING LIST

Elliott, H. S. The Process of Group
Thinking. Association Press, 1928.
225 p.

Outlines the processes by which
democratic participation may be pro-
vided for in the deliberations and
decisions of groups. Gives concrete
suggestions for the chairman who is

conducting a single discussion or
planning for a conference or con-
vention. Discusses the use of the ex-
pert as lecturer in a conference and
suggests the sequence for a conven-
tion program.

Sheffield, A. D. Creative Discussion. The
Inquiry, 1927. 63 p. pamphlet.

This booklet is designed to help
leaders who are faced with the dif-
ficulty of keeping group discussion
from deteriorating into aimless talk.
It enables discussion leaders to help
their groups "get somewhere" with-
out imposing upon them their own
notions. It outlines the methods by
which an average group can deal with
an issue in such a way that the solu-
tions will do justice to all essential
interests at stake.

———. Training for Group Expe-
rience. The Inquiry, 1929. 125 p.

A syllabus of materials from a
course for group leaders given at
Columbia University in 1927. It is
designed to meet the needs of boards,
committees, classes, clubs, conferences,
or assemblies that are exploring new
situations involving integrative deci-
sions, policies, and action.

Walser, Frank. The Art of Conference.
Harper, 1933. 305 p.

Mr. Walser tells, simply and
clearly, how to plan conferences, run
meetings, act as chairman or con-
feree, and get the most valuable re-
sults. The book gives digests of typ-
ical conference records.

EDUCATIONAL OPPORTUNITIES FOR THE UNEMPLOYED

The demands upon existing institutions for public education made by the unemployed have broken down barriers in some instances, extended the barriers in others, and are causing the evolution of a number of interesting experiments which are suggestive of future developments; educators are being challenged to make information available to all inquiring adults who are in need of knowledge to combat adversity and to achieve adjustments in a changing order. In answer to this challenge school curricula are being broadened to include many subjects not formerly offered; furthermore, the very technique of teaching is undergoing a process of change as a result of the frequent employment of instructors trained and practised in professions other than that of pedagogy. These men and women have attained distinction in their particular fields, and consequently they have an angle of approach and a vision differing from that of the average academic instructor with the limitations of a class room horizon.

From many and varied sources—employers in industry, vocational counselors, organizations of workers—comes the declaration that now, if ever, there is need for better education to offset the futility of narrow specialization. The National Education Association, through its Commission on the Enrichment of Adult Life, says, "The efforts of communities in providing recreational and avocational occupations are serving not only to maintain morale now . . . but are preparing for the enrichment of life tomorrow. Many signs today point toward increased need for avocational pursuits in the reconstructed future. Increasingly, adults must find outlets for their abilities, talents, hobbies and interests outside their work. The measure of a man tomorrow promises to be not only how successful he is in his vocation, but how much he enjoys his avocation. The forms that avocational interests may take are as broad as human interests. The more they overlap, the richer will be the individual's power of expression."

From the agricultural sections of the country comes the cry that the rural high schools should shake off the domination of college entrance requirements and assert their right to serve the local com-

munity. Youth should not be occupied with obsolete studies when farm life demands trained intelligence directed to the larger economic relations of agriculture, to the principles of occupations, and to the development of worthy cultural activities in the home and community.

Colleges are aware of these criticisms and are endeavoring not only to make their facilities more accessible and their studies more applicable to the technique of present-day living, but they are also trying to identify themselves with the popular life of the community. Many of them are providing special courses for emergency needs, deferring, reducing, or abolishing tuition payment, granting more scholarships, sponsoring community recreational activities, and providing free lectures and entertainments.

In the early years of the depression the public schools were enlisted in the educational work for the unemployed. Statements issued by the United States Office of Education between May and August, 1932, report that many communities have made adjustments in school facilities to meet the needs of the unemployed. In general, the following program is in effect: evening school facilities have been extended; continuation schools have been put on a full-time basis; new courses are being offered by vocational schools; postgraduate courses have been provided for former high school graduates; shops have been opened for every training; recreational opportunities have been developed. A great deal of the work offered is vocational, and of course occupational needs determine the character of the vocational studies being pursued. In certain western states, for example, men are being taught how to mine; instruction is being given in scientific agriculture in rural districts.

Measures taken for emergency education in the State of New York are so extensive, because of the concentrated need in a large metropolitan area, that they deserve special notice. In November, 1932, \$30,000 per month was allocated by the State Temporary Relief Administration to the State Board of Education for the maintenance of adult education classes in New York City. The enrollment on December 15, 1932, numbered 4,000 students, taught by 250 teachers; in February, 1933, additional funds amounting to \$39,000 were appropriated for the extension of educational opportunities throughout the State of New York. The twofold aim of the plan is to provide work for highly trained unemployed men and women who are capable of teaching, and at the same time, to afford educational opportunities for thousands of unemployed adults. Popular agencies such as churches, libraries, museums, settlements, and social organizations are providing class rooms where needed. Free college centers have been established at Albany, Buffalo, Garden

City, and White Plains, the first two under the direction of the State University, the latter under the College of the City of New York. The State College of Forestry at Syracuse is directing the work of collegiate centers at Syracuse and Rochester. The state program has been extended to include seventy or more cities and small towns outside the metropolitan area.

A further development of educational opportunities for the unemployed was announced in July, 1933, by the Federal Relief Administration. Funds have been set aside from Federal Relief Emergency sources to provide a national program of work relief in education. Under this plan State Emergency Relief Administrations cooperate with state educational agencies under Federal direction to promote a nation-wide educational program. Funds may be used for six purposes as follows: for work relief for teachers in rural schools in cases where schools are either closed or would be closed without the help of relief funds; to teach men and women to read and write English; for vocational education; for rehabilitation classes; for general education; and for the establishment of emergency nursery schools. The program for adults includes classes for illiterate adults and for persons desiring to learn new vocations, rehabilitation classes for the handicapped, and general adult education classes. As this volume goes to press complete information is not available as to the programs of each state. Detailed plans from forty-four states have so far been submitted to the Federal Emergency Relief organization in Washington. In a few states, among them Ohio, plans have been approved and are already in operation. The Ohio program is described in detail below.

One of the first educational agencies to become aware of the wants of men and women who had never before had involuntary leisure thrust upon them was the public library. Early in 1930 reading rooms began to be crowded. People who had never used the public library before came to it for warmth and shelter; others who were familiar with the library and its uses spent their leisure time in reading to improve themselves and to seek a diverting escape from harassing reality. In the past three years between three and four million new borrowers have registered at public libraries; the increase in the circulation of books has been nearly forty per cent, the largest gain being in books dealing with social sciences, vocational subjects, art, and music. Thousands seeking work were quick to turn to the readers' adviser for planning courses of study when they failed to find work. As a rule readers' advisers have kept a file of vocational opportunities offered in the locality and have indexed courses being given elsewhere by special schools and colleges.

State library extension activities have included the promotion of special study programs on world economic conditions.

Several important experiments are under way to discover to what extent and in what ways unemployed individuals can be aided through vocational diagnosis, counsel, and retraining. The Tri-City Employment Stabilization Committee, organized in 1930, through the Employment Stabilization Research Institute at the University of Minnesota, has organized and operated three occupational clinics in free public employment offices, serving the Minneapolis, St. Paul, and Duluth areas. A description of the program of the Committee is given in the notes that follow this article. Psychological tests and counseling service are now directing hundreds of registrants along new lines of search in the effort to fit themselves for future work.

In the winter of 1933 a similar experiment was instituted in New York City with the establishment of the Adjustment Service sponsored by the American Association for Adult Education and New York City's Committee for Unemployment Relief. The Service is described on page 292.

In a number of communities local agencies having an educational and recreational program have combined their forces to provide cultural opportunities for the unemployed. In Syracuse, New York, for example, a committee of one hundred citizens representing every race, religion, social and welfare agency, as well as the city government, organized the Syracuse Associated Leisure Time Program, that aims to reach young people from the ages of 16 to 25. This program is being carried forward by volunteer and emergency relief workers and is divided into four sections: education, sports, social centers, and food gardens. The educational part of the program is administered by the State Department of Education.

Williamsport, Pennsylvania, a city of forty-seven thousand, is an example of a community that took a scientific attitude toward its unemployment problem. In 1931 the Chamber of Commerce made a study of the city's unemployment situation through an analysis of some two thousand cases. It was found in the cases investigated, that personal inertia and failure to provide for occupational growth proved a larger factor in the unemployment of the average man than changes of methods and materials. Accordingly, the school district, with the cooperation of the Chamber of Commerce, opened a retraining school. At the same time, a study was attempted of occupational trends which might develop in the future.

Makers of educational programs during the present depression have

had the interests of working people uppermost. Opportunities have been offered them to develop vocational inclinations, and to improve in skill and knowledge in their chosen trades. These opportunities have been extended through every active channel for community welfare: schools, universities, libraries, and meeting places for recreation and public discussion.

Churches, settlement houses, Young Men's and Young Women's Christian Associations, and other local agencies report enlarged programs to include the unemployed. Forums and discussion groups on modern economics have been organized in many churches. Settlement houses report an increase in the number of classes offering such vocational subjects as domestic economy and mechanics and in the number of discussion groups and forums on current economics and political and social problems. The Young Men's and Young Women's Christian Associations have established special classes and schools which offer a large number of subjects in cultural and vocational fields; in a few cities vocational guidance clinics have been established. In many instances both organizations are cooperating with local boards of education by providing class rooms for emergency schools.

—MARY FRANK, *Former Head of
Extension Department,
New York Public Library.*

The above account shows that an effort is being made by many different types of agencies to meet the needs of hundreds of thousands of the unemployed who want to "go back to school." It is impossible to list all such agencies here. The selection that appears below, alphabetically arranged by state and city, includes representative programs.

ALABAMA COLLEGE, Montevallo, Ala.,
O. O. Carmichael, *pres.*

Afternoon extension courses for unemployed young men in the town and surrounding communities.

STATE AGRICULTURAL AND MECHANICAL COLLEGE, Normal, Ala.

Night classes in vocational agriculture, and classes for women in home economics, contacts made through churches.

DIVISION OF ADULT AND CONTINUATION EDUCATION, University of California, 311 California State Bldg., Los Angeles, Calif., L. B. Travers, *chief.*

All communities in state can secure full financial support from state adult education funds for operating approved courses; courses for unemployed chiefly concerned with avocational activities, with some social-civic forums on present-day political, social, and economic events; in January, 1933, 33,244 unemployed adults registered in classes

(about one-third of total number served throughout year).

GIRLS' EMERGENCY COOPERATIVE CLUB, Y.W.C.A. of Oakland, 1515 Webster St., Oakland, Calif., Elmor Hamilton, mgr.

Group of 39 girls engaged in remodeling clothing for themselves, and in making quilts, small gifts, and cards for sale; club members offered opportunity to earn points, which may be converted into cash or into gymnasium tickets; courses given in dress, public affairs, cooking, remodeling, weaving, social dancing, books, etc.; cooperative club will be included in larger leisure-time program now being planned for both employed and unemployed.

GRAND JUNCTION STATE JUNIOR COLLEGE, Grand Junction, Colo.

Series of free informational lectures on topics related to understanding and appreciation of the community; night classes in Italian and geology.

STATE OF DELAWARE, Department of Public Instruction, Division of Adult Education, 11th and Washington Sts., Wilmington, Del., Marguerite H. Burnett, dir. of division.

During depression has given direction and guidance in following activities. budgeting and planning for mothers; making garments with material provided by the Red Cross; making over and reconditioning clothing; providing recreation for unemployed family groups, through use of school buildings (10,000 participated); and by providing recreation, including gymnasium classes, basketball, dances, for young adults in homes of unemployed.

COLUMBIA THEOLOGICAL SEMINARY, Decatur, Ga.

Offers graduate work and special courses to unemployed ministers.

LEISURE TIME INSTITUTE, Y.M.C.A., 1400 E. 53rd St., Chicago, Ill., L. T. Crossman, dir.

Sponsored by the Council of Hyde Park and Kenwood Churches; begun spring, 1933; purpose is "to benefit men and women, young and old, who wish to employ their leisure time in a constructive way both for pleasure and practical advantage", courses in basic English and composition, fine arts, psychology, dramatics, newspaper and news writing, speed dictation, forum on social and economic issues, occupations and social trends, effective speaking, etc.; instructors giving services; over 450 persons enrolled, spring, 1933; over 100 taking two or more courses; 80 per cent of students unemployed.

UNIVERSITY OF KANSAS, University Extension Division, Lawrence, Kan., Harold G. Ingham, dir.

Has organized emergency extension classes in centers where there are five or more high school graduates unable for financial reasons to attend college during 1933-34, experimental program for one year only; courses of junior level offered in economics, English, French, Latin, German, Spanish, mathematics, physics; courses being conducted by local instructors with supervision provided by University, no student permitted to enroll for more than nine semester hours' credit in any one semester; comprehensive examinations at mid-semester and end of course to determine granting of credit to each student; all credits earned under this plan to be recorded as extension or correspondence study credits and to be included in 30 hours' maximum of extension credit which may be accepted toward degree from a standard college; no enrollment fee required of individual student but class as a whole required to pay regular fee for single enrollment in

correspondence course selected; fee may be paid by local board of education, high school, or collectively by individual students enrolled, for further information about Division, see University Extension.

CITY WIDE EMERGENCY COMMITTEE ON HEALTH AND RECREATION, 739 Boylston St., Boston, Mass., W. Duncan Russell, *sec.*

During 1932-33 conducted program through eight major departments—music, physical activities, arts and crafts, dramatics, game and reading rooms, co-operative university courses, entertainment, and medicine; activities carried on in municipal buildings under central committee consisting of department heads and lay persons, assisted by departmental committees made up of leading people in each of eight departments, under direct control of sectional or neighborhood committees made up of representatives of leading organizations and private citizens who represent interests of given neighborhood, each neighborhood committee had trained organizer and assistance of paid choral, orchestral, dramatic, and arts and crafts director; reading and game room supervision under direction of men from Public Welfare lists, offices of Community Service handle general administration and supervision of work.

COMMONWEALTH OF MASSACHUSETTS, Department of Education, State House, Boston, Mass., James A. Moyer, *dir.*

Work for unemployed in eastern Massachusetts in charge of committee composed of faculty members from colleges in and around Boston and member of State Department of Education, classes conducted in Springfield in commercial subjects; enrollment, 75; classes in Boston included business eco-

nomics, literature, practical psychology, business English, appreciation of art and music, and choral singing, enrollment, 1,000.

SIMMONS COLLEGE, Boston, Mass., Bancroft Bentley, *pres.*

Unemployed graduates of recent years allowed to enter any of non-technical classes without charge for tuition, provided enrollment permits; Secretarial School offers special class in dictation to maintain speed in shorthand.

YOUNG MEN'S CHRISTIAN ASSOCIATION, 766 Main St., Worcester, Mass., Robert L. Moore, *gen. sec.*

Classes offered unemployed during 1933-34 on vocational guidance, commercial subjects, radio theory, elementary economics, psychology and mental hygiene, modern economic problems, health; also recreational program including dramatics, music, art, literature, competitive games.

YOUTH, INCORPORATED, Ferndale and Pleasant Ridge, Michigan, Catherine Yates Pickering, *chmn.*

Y.M.C.A. and Y.W.C.A. clubs served as nucleus for group which organized to establish a community center with an educational and recreational program available to residents of Ferndale and Pleasant Ridge; group bought and remodeled house, providing recreation and class rooms, schools of Ferndale, several churches, public library, and private homes also furnish rooms for holding classes; classes in psychology, history, political science, economics, modern languages, music, dramatics, home economics, furniture finishing and repairing, commercial subjects, etc., taught by volunteers; majority of students recent high school graduates; board of directors

composed of representatives of schools, colleges, and churches, and other educational and social organizations, and of representatives elected by members of Youth Incorporated; organization supported by small sums raised by members.

UNIVERSITY OF MINNESOTA, Committee on Individual Diagnosis and Retraining, Employment Stabilization Research Institute, Minneapolis, Minn., R. A. Stevenson, *dir.*

Free vocational and educational counseling including extensive battery of tests offered to unemployed; has made intensive study of 3,700 unemployed individuals, furnishing them with occupational information and putting them in touch with available training organizations in those cases where training seems desirable to bring about occupational rehabilitation.

UNIVERSITY OF MINNESOTA, Extension Division, Minneapolis, Minn., Richard R. Price, *dir.*

During 1933-34 offering to local high schools opportunity to organize graduates into supervised groups for purpose of studying university correspondence courses in certain suggested subjects; groups following prescribed courses, under supervision of local educational authority allowed to take examinations for university credit, such credit to be counted toward degree after student has spent one year in residence at University; total charge to student taking full-time work, exclusive of text books, about \$45 a year; subjects in program include English composition and literature, modern world history, economics, mathematics, French, German, Latin, psychology, sociology, etc.; for further information about program of Division, see University Extension.

MONTANA SCHOOL OF MINES, Butte, Mont., Charles H. Clapp, *pres.*

Since 1932 has maintained courses of two months' duration for miners, also sponsored courses in placer mining, enrollment over 1,500.

EXECUTIVES' CLUB, Y.M.C.A., 654 Bergen Ave., Jersey City, N. J., Fred Beveridge, *in charge of class.*

Class in wood working, attended by former employees of Western Electric Company at Kearney.

JUNIOR LEAGUE COMMUNITY HOUSE, 30 Maple Ave., Montclair, N. J., Mrs. Lyman T. Burgess.

Operating Free Time Guild where cultural and educational courses attractive to educated persons out of work are given; concerts and recitals arranged; working in cooperation with many community leaders; conducting Economics Forum for general public.

RUTGERS UNIVERSITY, New Brunswick, N. J., Robert C. Clothier, *pres.*

Admits without charge to regular courses in men's college unemployed male residents of New Jersey over thirty years of age; admission granted only to scheduled resident courses and not to evening and extension classes, candidates required to meet all class assignments, to provide themselves with necessary books and supplies, and to be subject to same rules governing other students.

UNION COUNTY JUNIOR COLLEGE, Roselle, N. J., H. B. Huntley, *dean.*

Selected graduates of recent years from high schools of county given free instruction in English, mathematics, French, German, economics, science, history, financed by Federal and state emergency relief funds; courses intended for those desiring to enter college of liberal arts and sciences, teach-

ers' college, or college of engineering; classes held late afternoon and evening in public school building.

STATE OF NEW YORK, Department of Education, Albany, N. Y., Lewis R. Wilson, *asst. commissioner, vocational and extension education*, W. C. Smith, *chief, adult education bureau*.

Conducts state-wide program with two-fold aim of providing work for highly trained unemployed men and women capable of teaching, and of affording educational opportunities for thousands of adults; in December, 1932, State Temporary Relief Administration allocated an initial fund of \$30,000 for maintenance of classes in New York City; initial enrollment, December, 1932, 4,000 with 250 teachers; in February, 1933, additional funds amounting to \$39,380 appropriated for extension of educational opportunities throughout State of New York; various cities the state over now offer classes in practically every subject for which there is sufficient demand, including fine and applied arts, music, drama, literature, languages, psychology, sociology, sciences, history and government, commercial subjects and the various trades; 26,000 students, 800 teachers participating in program; free college centers established in Albany and Buffalo under direction of State University, and in Garden City and White Plains under College of the City of New York, State College of Forestry directing work of collegiate centers at Syracuse and Rochester.

BUFFALO MUSEUM OF SCIENCE, Museum Amigos Club, Humboldt Park, Buffalo, N. Y., A. Edmere Cabana, *publicity mgr.*, George R. Rendall, *club counselor*.

Boys and girls, between ages of 16 and 25, mostly unemployed, who had

been aimlessly visiting museum to pass time, formed nucleus of club; with help of the Free-Time Activities Council of the Mayor's Committee on Unemployment, opportunities for swimming, gymnasium, basketball, baseball, glee club work, drama groups, weekly dances, and outings arranged, museum conducts class, The World We Live In, for club members, altogether about 400 young people actively interested in club activities, general program under museum direction, but direction and responsibility for club management in hands of club counselor, appointed by Mayor's Committee.

MOUNT VERNON PUBLIC LIBRARY, Mount Vernon, N. Y., Alice L. Jewett, *ln.*

Under direction of local superintendent of schools, in cooperation with Public Library and Emergency Work Bureau, one librarian, assisted by four trained workers (not librarians), employed in promoting reading in homes and in conducting reading room at Welfare Center for purpose of providing both leisure-time activity and means of educational opportunity for unemployed.

COLLEGE OF THE CITY OF NEW YORK, New York, N. Y., Frederick B. Robinson, *pres.*

Afternoon courses specially for teachers, evening sessions for matriculated and non-matriculated students not only academic but also vocational and professional; also directing activities of free day colleges at Garden City and White Plains inaugurated by State Department of Education; radio college of the air over station WNYC, numerous lectures by staff members at college and elsewhere under various auspices.

ARCHITECTS' EMERGENCY COMMITTEE,
115 E. 40th St., New York, N. Y.,
Lyda M. Nelson, *ex. sec.*

Aids members of architectural profession in the region of New York by finding jobs where possible and by giving limited financial help where necessary; conducts educational architectural competitions and arranges from time to time for lecture and study courses for unemployed architects.

COMMITTEE ON UNEMPLOYMENT AND RELIEF FOR CHEMISTS AND CHEMICAL ENGINEERS, 300 Madison Ave., New York, N. Y., M. R. Bhagwat, *sec.*

Sponsored by all chemical societies; arrangements made for qualified persons to attend, free of charge, lectures at Columbia University, New York University, or Rutgers University.

NEW YORK LEAGUE OF GIRLS CLUBS,
22 E. 38th St., New York, N. Y.,
Marie Keller, *dir.*

Classes in current events, rhythmic dancing, etc.; occasional lectures on current topics; musicales, club rooms open to unemployed girls for rest and recreation.

NEW YORK WORKERS' COMMITTEE ON UNEMPLOYMENT, 112 E. 19th St., New York, N. Y., David Lasser, *ex. sec.*

A non-partisan organization of the unemployed for the purpose of obtaining adequate relief during unemployment; organizing complete program of social legislation including unemployment and social insurance, the shorter work day, etc.; carries on educational program through mass meetings and discussion groups to aid in building a new social order; now has 24 locals established in settlement houses and churches in New York City.

CIVIC COMMITTEE ON UNEMPLOYMENT,
516 Genesee Valley Trust Bldg.,
Rochester, N. Y., S. Park Harman,
ex. sec.

In cooperation with Citizens' Social Planning Committee compiled information about community councils of adult education through the country as a guide to formation of a "Council on Cooperation in Adult Education" for Rochester; in cooperation with Citizens' Social Planning Committee established community evening school for commercial subjects on cost basis of \$.10 per lesson; school registration over 300, has outlined a study looking toward development of technological trends in unemployment in industries in community, expects to make preliminary study of subject as outlined during 1934.

SYRACUSE ASSOCIATED LEISURE TIME PROGRAM (S.A.L.T.), Syracuse, N. Y.,
Daniel E. Rohner, *staff dir.*

Plan started by committee of about 100 citizens representing every race, religion, social and welfare agency, the city government, newspapers, and many other organizations and groups in city, for purpose of providing educational and recreational programs for unemployed persons, especially those 18-25; recreational program includes indoor and outdoor sports of all kinds in parks and social centers, aggregate attendance at various activities during summer 1933, 2,500,000; program to continue during winter 1933-34; educational classes have been taken over by state department of education.

CONSOLIDATED UNIVERSITY OF NORTH CAROLINA, Extension Division, Chapel Hill, N. C., R. M. Grumman, *dir.*

Division represents extension work of the Woman's College, Greensboro, State College of Agriculture and Engineering,

and the University of North Carolina; making provision for students unable to attend college because of financial reasons to study at home in groups or individually through correspondence courses, group study plan gives opportunity for high school graduates and others with some college credit and desiring undergraduate degree credit at the University of North Carolina to organize into study groups of six or more, with or without a local supervisor; supervisor paid by group; persons not interested in college credit but desiring to follow directed plan of study for educational and cultural purposes may organize in groups of six or more; to decrease expenses only one member of group enrolls for course and receives set of assignments and consideration of his papers by an instructor, but whole group discusses the lesson material and instructor's comment, fee for correspondence course is \$3.75 per semester hour; late afternoon, evening and Saturday morning extension classes organized throughout state wherever enough enrollments secured to cover cost; reduction of 25 per cent has been made in tuition charges for extension courses, making rate \$7.50 for an enrollment representing two semester hours' instruction (i.e., sixteen class meetings, of one hour and forty-five minutes each);

During last quarter of 1932-33 college year Division provided opportunity for college graduates without employment and without funds sufficient for regular college course to attend University as Institute students, under Institute plan students allowed to attend classes without receiving academic credit; fee of \$75 covered room, board, and other charges, plan not functioning during first quarter of 1933-34, but may start at beginning of second quarter, with entrance extended to high school graduates.

COMMITTEE ON OPPORTUNITIES FOR THE UNEMPLOYED, Public Library, 629 Vine St., Cincinnati, Ohio, Miriam Walker, *ex. sec.*

Conducting classes, taught by volunteers in 42 subjects including accounting, advertising, journalism, household arts, mathematics, French, German, tailoring, radio salesmanship, etc.; classes held in school buildings, Y.W.C.A.'s, and other public buildings, aggregate attendance all of 1932 through spring of 1933, 11,895; Public Recreation Commission plans and supervises students' recreational activities; maintains close cooperation with all departments of public library and especially with Readers' Bureau.

STATE OF OHIO, Department of Education, Columbus, Ohio, B. O. Skinner, *dir. of education.*

Department of Education directing general education program of Ohio Work Relief Education Committee; program supported by Federal Emergency Relief Administration funds, general purpose of relief program is "to provide constructive employment for unemployed persons on relief and competent to teach, and at the same time provide socially-constructive activities to numerous other persons"; local programs conducted through County Work Relief Education Council (consisting of county and city superintendents of schools, director of County Relief Commission, representatives from local ministerial association, local federation of labor, chamber of commerce, parent-teacher association, Federated Women's Clubs, County Home Economic Relief Unit) in cooperation with State Committee; instruction provided for unemployed and "other adults in need of further general educational activities to make them well-informed, responsible, and self-supporting citizens."

Classes in English and citizenship for non-English speaking persons (public school evening classes, home classes for foreign-born mothers, neighborhood classes, and factory classes); evening classes for American-born persons and other adults unable to read and write, home economics classes for home makers to enable them to select and prepare wholesome foods at a minimum cost, make clothing, etc.; courses in gardening and poultry raising for men and women, courses for unemployed adults who can benefit from vocational training and can not obtain training desired through regular channels, such classes to include persons in need of vocational education to make them employable; general education courses for unemployed men and women of at least elementary education to enable them to make wider use of public library facilities and general reading opportunities, for recent unemployed high school graduates to enable them to continue their education in part at least, and for industrial workers, employed and unemployed, to enable them to acquire a knowledge of industrial history, labor standards, labor legislation, industrial relations, etc., classes to enable both men and women to maintain physical health and morale and to use their time constructively and wholesomely.

IRONTON HIGH SCHOOL, Parent Teacher Association, Ironton, Ohio, Maridel Davidson, *sec.*

Classes organized January, 1933; weekly meetings held, January to April, with average attendance of 400; classes in public speaking, home economics, practical nursing, current events, business law, public finance, philosophy, English, literature, music, electricity; teachers are practical business and professional men and women of city; program continued, 1934.

OBERLIN COLLEGE, Oberlin, Ohio, E. H. Wilkins, *pres.*

Free tuition during year 1933-34 offered class graduating June, 1933, from College of Arts and Sciences, and those eligible for graduate work unable to find work; no degree granted or credit formally acknowledged until tuition fee is paid.

FREE - TIME SCHOOL, Y. W. C. A., Springfield, Ohio, Mrs. R. D. Patton, *dir.*

Organized and administered by General Education Department of the Y.W.C.A. primarily for recent high school graduates of both sexes, but others may be admitted to certain classes by special arrangement; all classes held in evening; instructors giving services; college-grade classes continue for 16 weeks, short-term classes for 10 weeks; college-grade classes include algebra, Bible, English, investments and finance, introductory psychology, recreation leadership, French, German; short-term courses include dramatics, commercial courses, commercial art, clothing problems, interior decorating, dietetics and home nursing, practical English, salesmanship; also glee club, orchestra, song leadership, sketch club; students who may eventually matriculate at Wittenberg College may obtain credit for work of college grade offered by school, upon passing an examination after one semester of work at the college, registration, fall 1933, 425; Warder Public Library offering instruction to students in use of library.

UNIVERSITY OF TOLEDO, Opportunity School, Toledo, Ohio, John Reed Spicer, *dir.*

Free educational courses for citizens of Toledo; all courses of college level, but since there are no prerequisites and

since courses are shortened and simplified, no college credit given; courses in business subjects, education, English, history, languages, home economics, philosophy and psychology, sociology, mathematics, literature, political and natural sciences, etc.; each class meets one night a week for two hours, 2 terms of 10 weeks each; enrollment, fall, 1933, 1,200.

OREGON STATE SYSTEM OF HIGHER EDUCATION, General Extension Division, Eugene, Ore., Alfred Powers, *dean*.

Classes organized by Portland branch of American Association of University Women in 1932; planned primarily for young people between ages of 18 and 25, high school graduates, who for financial reasons were unable to continue education; courses in written English, literature, French, German, Spanish, journalism, mathematics, history, social problems, current events, etc.; some classes during 1933-34 conducted by faculty of University of Oregon and Oregon State College; for further information about Division program, see University Extension.

LINFIELD COLLEGE, McMinnville, Ore., W. R. Frerichs, *acting pres.*

By way of extension education offers community a "go to college" night; population of 3,000, enrollment of 150; lecture and discussion courses in character education, applied psychology, American political ideas, international relations, extemporaneous speaking, French, art, and music appreciation.

OREGON STATE LIBRARY, Salem, Ore., Harriet C. Long, *ln.*

Prepares reading courses on any subject for persons residing in Oregon; no charge or credit for courses; service

planned particularly to reach rural young people unable to attend college or even to afford a formal correspondence course, but has now been opened to any adult in state, announcement of availability of courses made for first time on December 6, 1932; in November, 1933, 881 students enrolled in courses covering 238 subjects; vocational interests predominate; books suggested in each course lent from State Library for one month, without cost other than postage.

LAFAYETTE COLLEGE, Easton, Pa., W. M. Lewis, *pres.*

Has offered courses free to men of thirty years or over, with two years' high school education in engineering, economics, history, government, law, and other subjects of general interest to layman; also has conducted public forums on the campus; in September, 1933, program expanded to include not only unemployed, but all interested in subjects presented; department of geology offering course including field trips; on first trip, 50 people assembled, about half of whom were college and university graduates; first lecture on economics attended by 200 people, about 40 per cent of whom were college and university graduates, second lecture attended by 250; in addition to courses in geology and economics, others to be offered in political science, drama, and various technical subjects.

CARNEGIE LIBRARY, Depression University, Homestead, Pa., William F. Stevens, *ln.*, H. W. Eagleson, *dean*.

University developed in library in 1933; building has class rooms for directed study; volunteer teachers are college graduates; subjects taught include stenography, typewriting, rapid dictation, public speaking, civics, Spanish, German, English, drama, commer-

cial law, economics, commercial arithmetic, college algebra, electrical engineering, journalism, philosophy, accounting, civil engineering, psychology, hygiene, English literature and composition; subjects taught selected by students, reference, research, and collateral reading done in library; classes meet during evenings, little theater group and glee club give plays and concerts; enrollment, 500 (high school graduates and college students).

DEPARTMENT OF PUBLIC PLAYGROUNDS AND RECREATION, Reading, Pa., Thomas W. Lantz, *dir.*

Conducts self-supporting handicraft projects for unemployed; craft shop provides work for 24 men.

LYCOMING COUNTY EMERGENCY EMPLOYMENT COMMITTEE, Williamsport, Pa., F. Ralph Lehman, *chmn.*

Chamber of Commerce began studying unemployment situation in 1930, in 1931 opened retraining school in co-operation with school district; over 300 enrolled first year for classes in truck driving, blue print reading, business procedure, etc.; 30 per cent of enrollment found work as result of courses taken; classes in continuous operation since; case studies of over 2,000 unemployed made; report to be published soon.

LEISURE TIME ACTIVITIES, Chamber of Commerce Bldg., Providence, R. I., O. T. Gilmore, *gen. dir.*

Organized October, 1933, to furnish opportunity for use of leisure time in beneficial activities; to offer opportunity to all men and women and young people in city who wish to take part in developing and carrying on leisure-time activities, including sports, dances, music, hobbies, lectures, discussions, di-

rected reading, and classes of various kinds; will serve as clearing house and fact-finding agency concerning needs, interests, activities, and resources related to use of leisure time by people of City of Providence; plans to facilitate mutual planning and cooperation between groups and organizations active in field, to find ways and means for provision of activities, programs and leadership found to be seriously needed, but not now provided; activities to be carried on in school buildings, community rooms of public libraries, etc.

BEAUMONT SOUTH PARK PUBLIC SCHOOL, Beaumont, Texas., C. W. Bingman, *supt.*

Classes for adults in psychology, history, sociology, public speaking, physics, chemistry, zoology, economics, drama, and short story; other classes in child guidance and health for parents; enrollment 500, ranging from 30 to 250 per subject; parent-teacher association conducting study courses in children's literature, the changing home, recreation, parent-teacher association management; also series of book reviews being given with attendance of 1,000 adults per night.

SALT LAKE CITY PUBLIC SCHOOLS, Salt Lake City, Utah, L. John Nuttall, *supt.*

Courses organized for unemployed with voluntary leadership, many teachers giving their time; courses in auto repairing, machine shop, electricity, acetylene welding, drafting, blue print reading, window trimming, domestic science, economics, government, history, music, and art.

DEPRESSION COLLEGE, Port Royal, Va., Arthur C. C. Hill, *dir.*

Opened in November, 1932, to bring together teachers without positions, and

students unable to continue studies in existing institutions; small undergraduate fee covers tuition and living expenses, while students care for own rooms and work in dining room, faculty numbers 14 and undergraduates limited to 100.

UNIVERSITY OF WASHINGTON, Seattle, Wash., J. F. Steiner, *chmn., dept. of sociology*.

Not giving any courses definitely designed for the unemployed, but granting permission to unemployed to attend certain classes in University as auditors without payment of fees; assistance rendered by voluntary organizations on campus in supervising recreational activities for unemployed.

COLLEGE OF PUGET SOUND, Tacoma, Wash., Edward H. Todd, *pres.*

Practical courses in prospecting; during spring semester, 1933, at request of director of county relief work, sociology department organized and supervised class for 100 people, some of whom were out of work, to prepare them for social work among unemployed of city and county.

UNIVERSITY OF WISCONSIN, University Extension Division, Madison, Wisc., Chester D. Snell, *dean*.

State has voted grant from relief funds up to \$30,000 to pay fees for unemployed Wisconsin citizens qualified to take University extension and correspondence courses, courses include large number of vocational subjects, English and other languages, literature, history, economics and sociology, business and technical subjects; "unemployed" interpreted to mean those persons doing less than half-time work; State CWA late in 1933 approved "The University of Wisconsin Extension Division State-

Wide Experiment in Adult Education," employing 159 trained unemployed persons in all-week state-wide adult education project to determine educational needs and desires of adult population; Milwaukee County CWA conducting similar project through Milwaukee Center; for further information about program of Division, see University Extension.

MILWAUKEE PUBLIC SCHOOLS, School Administration Bldg., 1111 No. 10th St., Milwaukee, Wisc., Milton C. Potter, *supt.*, Dorothy C. Enderis, *extension dept.*

In February, 1932, opened special recreation center for unemployed men in unused four-story factory building; open seven days a week from 9 a.m. to 9 p.m., activities offered include reading room, table game rooms, billiards, gymnasium, active floor games, woodwork and evening entertainments; makes provision for men to cobble shoes and mend clothing; attendance, 2,500-3,000 daily.

LEISURE TIME SCHOOL, Racine, Wisc., Harriet A. Harvey, 2002 Washington Ave.

Cooperative venture of Y.W.C.A., Y.M.C.A., vocational school, public library, and other local institutions; primarily for high school graduates, but some classes for persons with college credit or degrees; school at present divided into junior department for high school graduates and senior department for adults; students working for credit under University of Wisconsin plan (q.v.) enroll in vocational high school; non-credit classes in art, dramatics, library orientation, creative writing, etc., under volunteer leaders; term six or eight weeks in length; enrollment for non-credit work, fall, 1933, 119.

WAUPUN PUBLIC LIBRARY, Waupun,
Wisc., Clara L. Lindsley, *ln.*

Conducting discussion groups on economic and social problems open to all young people interested, directed by older persons; discussion based on reading materials made available by library; topics include Five and Ten Year plans, war debts and reparations, etc

See also ADJUSTMENT SERVICE, p. 292.

Also the following articles:

LIBRARIES AND ADULT EDUCATION, p. 70.

POLITICAL EDUCATION, p. 146.

ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES, p. 158.

THE PLACE OF RECREATION IN ADULT EDUCATION, p. 185.

ADULT EDUCATION IN SETTLEMENTS, p. 203.

UNIVERSITY EXTENSION, p. 254.

VOCATIONAL EDUCATION FOR ADULTS, p. 280.

VOCATIONAL GUIDANCE OF ADULTS, p. 288.

READING LIST

Calkins, Clinch, ed. Youth Never Comes Again. Committee on Unemployed Youth, 1933. 76 p.

A handbook for the use of community officials, educators, social workers and others interested in the problem of unemployed youth. The book describes various projects throughout the country and contains suggestive material for those working in this field.

Cartwright, Morse A., ed. Unemployment and Adult Education—a Symposium. American Association for Adult Education, 1931. 63 p.

Presents opinions of employer, educator, employee, philosopher, economist, statesman, in their search for effective ways in which education can function to relieve unemployment.

Worman, E. C. Free-Time Activities for Unemployed Young Men. Association Press, 1932. 70 p.

A study of Y.M.C.A. projects of various kinds in eighteen communities with histories of development and records of accomplishment. Suggestive material for organizing group activities.

UNIVERSITY EXTENSION

University extension covers more than the phrase implies, for it is not confined to universities, either state or private. Its methods are employed also by colleges, teacher training institutions, and technical schools. Some of its activities are common to such diverse enterprises as night schools, public libraries, lyceum bureaus, trade associations, workers' institutes, and even commercial schools. However, its best known field is that of organized instruction conducted by public institutions of higher learning for persons beyond high school age, usually with a high school education or its equivalent.

The instruction is given by faculty members or their representatives to groups of special students in classes and to individuals by mail. Classes are held usually in late afternoon or evening, but at the largest urban centers courses are given also during the day to accommodate students whose programs do not fit into the regular college program. Classes are held not only on the campus in university buildings but also in cities, towns, and rural districts remote from the college seat.

In most colleges work done by extension is credited, in varying amounts, toward a degree. In general, the universities that offer academic courses by mail permit one-fourth to one-half of the credit necessary for a bachelor's degree to be earned by correspondence.

Complete statistics of extension enrollments are not available because the courses organized vary considerably each year and each session, and administrative policies continually shift. Moreover, the students and courses are often irregular and are not counted in the routine registration data. Estimates indicate, however, that about three hundred thousand students are enrolled in class and correspondence courses of one type or another conducted by colleges and universities in every state in the Union and in Hawaii.

Almost all occupations and stages of school preparation are represented in the enrollment—students, teachers, members of other professions, business executives, clerks, farmers, housewives, club women, mechanics, and laborers.

University extension is a widespread, long-established educational agency. In the United States it is perhaps the most consciously integrated aspect of adult education. It epitomizes or embraces the princi-

ples and practices of that peculiar institution, the American college or university—a public service institution devoted to the general welfare. The modern university constitutes part of one of the most significant patterns in American cultural history, a pattern woven about the doctrine of education as a solvent of social and individual problems. To that doctrine have been added step by step various applications of the principle that institutions of higher learning must function directly in the interest of the public.

Consequently, for some forty years colleges and universities have yielded to the demand that they extend their educational privileges and benefits not only to youth, but to people of all ages. In action the university has become literally extended in a great diversity of undertakings, even beyond what is usually considered education. These undertakings include assistance in community organization, and informational, advisory, and demonstration services in economics, civics, public health, hygiene, community recreation, music, and art. Such extensions of the university function are related to adult education even though they are not a part of it in the strict sense defined by Frederick Keppel as “the process of learning, on the initiative of the individual, seriously and consecutively undertaken as a supplement to some primary occupation.”

University extension, as it is undertaken both formally and informally by individuals and groups, furthers the process of learning, and in addition provides distinct services to the organizations, institutions, associations, and government agencies that are incidentally contributing to education. The modern American university, in a broad sense, approaches an older conception of true education; namely, institutional pressure on, and participation in, the life of the group, and, conversely, the induction of members of the group into an understanding and appreciation of community values. To this dynamic function university extension does not so much contribute new methods and techniques as is generally supposed; rather it serves as an administrative device that projects in widening circles the methods, the knowledge, and the insight developed by the university as a whole.

The formal instruction developed by university extension, chiefly through correspondence teaching and class work, consists of higher education, and some secondary education, brought to a large group of students who are generally more mature than the students in residence at a college seat and who study somewhat irregularly at “unconventional times and places.”

While some of the informal extension activities and other direct

services of universities such as those given through clinics, hospitals, and research bureaus are only in a somewhat remote sense adult education, they are of great importance to its vitality; for they, more than the formal teaching activities, give opportunity for learning by doing, for improvement in individual and community living. Certain types of informal services, such as instruction through discussion groups or forums, consultation and committee work in welfare projects, and promotion of study programs of state and local voluntary associations, are examples of well-defined adult education when the extension work is sufficiently continuous, elaborate, progressive, and stimulating to be productive of understanding and enlightenment. These results have been attained with fair adequacy in the field of citizenship, school relations, parenthood, art, literature, and health.

The objectives of university extension teaching, and of much of the informal service, are both vocational and cultural. Such diverse activities as lectures, reading courses, institutes, educational tours, demonstrations, exhibits, contests, classes, correspondence courses, credit and non-credit courses obviously are adaptable to either purpose, depending on the subject matter involved and the use made of the information, stimulation, or direction. More specifically university extension offers educational opportunity for persons not attending college but engaged in some occupation. It provides for students who have deficiencies in preparation, but who are able to do advanced work; it gives opportunity for professional persons and others to pursue specialized lines of study to keep abreast of new movements in their fields. The main purpose is well expressed by the phrase "continuing education."

University extension courses are generally organized and offered as equivalents of courses given in residence. The classes are usually in one of three groups of curricula: the academic subjects of the colleges of arts and sciences; the courses in commerce and business; and the engineering and industrial subjects. But many less easily classifiable subjects such as teacher training, textiles, decoration, journalism, and literature are taught by mail and in extension classes, especially in the latter. As a rule, the extension courses reflect the campus program, especially when academic credit is involved. Some institutions, however, offer predominantly popular non-credit courses to groups interested primarily in study, rather than in routine academic progress.

At first glance the very diversity of university extension as a whole seems to preclude unity and integration and to lack wholly satisfactory objectives. The subjects taught in organized courses range from astronomy to domestic science, and the informal activities cover a still wider

span from weighing and measuring infants to city and regional planning. Nevertheless, there is a partial unity in that most of the courses are systematized in schoolroom fashion and most of the students belong to the fairly homogeneous school-circle group. The latter group is made up of persons pursuing academic interests; and many of the older adults, even those who have long since left school, still are stamped with the academic coloring, motivated by vocational ends or the desire to obtain a diploma. University extension does not reach the vast majority of the total population; of those it does reach, the largest proportion develop little beyond the academic pattern-routine instruction—scholastic methods, segmented information, limited courses of study. The integration, such as it is, seems somewhat uninspiring and relatively sterile.

But the modern university is relatively new and a generation is a short time for an educational ferment to spread. There are signs that some of our leaders and many of their following are actuated by high motives of public welfare, habituated to community service, trained by scientific discipline, capable of adjustment and of adaptation to new situations. They have achieved a philosophy of what the educational process for adults in a changing world should be.

University extension, like other ventures in adult education, must develop its methods experimentally, at the same time retaining its close connection with the best in the institution it represents, which in turn must readjust itself to a changing world. Recent movements in higher education and recent changes in university extension include efforts to vitalize instruction, to break away from the limited vocational or economic motive, to modify or abandon many of the meticulous restrictions on students and courses of study, to widen opportunity for admission to college, to develop new types of courses crossing departmental lines and emphasizing fundamentals, especially in the social sciences, and to increase the community services of the university in such a way that the people of the commonwealth will have concrete evidence of the fruitfulness of a public institution devoted to adult education and the general welfare.

An example of adjustment of extension work to present-day conditions is the new program recently developed by the University of Minnesota for high school graduates unable to attend college for financial reasons. Through arrangement with local high schools, the University is offering graduates an opportunity for group study of certain academic subjects, under the supervision of local school authorities. Successful completion of the specified subjects will entitle the student

to enter second year courses when he becomes a resident student at the University. A full description of this program appears on p. 245. During the past year, other state universities have initiated similar programs.

The fundamental pattern of education as a constructive process for the individual and the group, if expanded consistently by the great institutions of higher learning as disinterested models for other constructive agencies, will, perhaps, in another generation or two enable our civilization to avoid woeful failure in crises like the present.

—W. S. BITTNER, *Secretary*,
National University Ex-
tension Association.

Following are some of the colleges and universities having university extension programs. All figures given, except where otherwise indicated, are for 1932-33. They are listed alphabetically by the name of the institution.

UNIVERSITY OF ARIZONA, Division of University Extension, Tucson, Ariz., M. P. Vosskuhler, *dir.*; total registration: 1,196, 1931-32; total no. courses. 91, 1931-32.

Classes in junior college, advanced college and graduate work in arts, languages, literature, education, science;

Correspondence courses offered in junior college and advanced college work in arts, languages, literature, physical sciences, social sciences, education, applied arts, commerce, special vocational work, agriculture, history, mathematics, philosophy, psychology;

Informal and special types of university extension service include drama service, guides to reading, lyceum, package libraries, speech, music and other contests, conventions and conferences, lantern slides, motion pictures, university news bureau, lecture service.

UNIVERSITY OF ARKANSAS, General Extension Service, Fayetteville, Ark., A. M. Harding, *dir.*, total registration: 2,295; total no. courses: 157.

Classes in junior college and advanced college work, arts, languages, literature, social sciences, education;

Correspondence courses offered in high school subjects, arts, languages, literature, social sciences, education, engineering;

Informal and special types of university extension service include child welfare, club study courses, general information, package libraries, parent-teacher aids, publications, speech, music and other contests.

BIRMINGHAM SOUTHERN COLLEGE, Division of University Extension, Birmingham, Ala., J. O. E. Bathurst, *dir.*; total registration (night and extension students): 488, total no. courses offered to night and extension students: 45.

Formal types of courses representing all liberal arts departments on campus offered to night and extension students.

BOSTON UNIVERSITY COLLEGE OF BUSINESS ADMINISTRATION, Evening Division, 525 Boylston St., Boston, Mass., Leo Drew O'Neil, *dir. and asst. dean*, total registration: 2,036; total no. courses: 126.

Courses in evening same as those offered day students for most part but

lead to B.B.A. degree; courses given by day faculty with some additional instructors for certain technical courses.

BROWN UNIVERSITY, Division of University Extension, Providence, R. I., C. Emanuel Ekstrom, *dir.*; total registration: 1,500-2,000; total no. courses: 40-50.

Formal courses offered for credit by most of college departments; non-credit courses of lectures on current events, art, music, reviews of literature, etc.

UNIVERSITY OF BUFFALO, Evening Session, 25 Niagara Square, Buffalo, N. Y., C. S. Marsh, *dean*, total registration: 2,011; total no. courses: 294.

Formal courses for credit include arts and sciences, business, engineering, fine arts, social service, education, and journalism; non-credit courses in child training, income tax review, etc.

UNIVERSITY OF CALIFORNIA, University Extension Division, Berkeley, Calif., Leon J. Richardson, *dir.*; total registration (night and ext. students), 27,541; total no. courses, 1,316.

Courses offered for credit on campus and wherever there is demand throughout state include high school, college entrance, junior and advanced college courses in arts, languages, literature, physical and social sciences, education, engineering, medical courses, law, applied arts, commerce, and special vocational work;

Correspondence courses offered in high school, college entrance, junior college and advanced college work in art, languages, literature, physical and social sciences, orientation courses, education, engineering, medicine, law, applied arts, commerce, special vocational work;

Informal and special types of service include child welfare, club study courses, guides to reading, lantern slides, motion pictures, radio, and art exhibits.

CARNEGIE INSTITUTE OF TECHNOLOGY, Evening Session, Pittsburgh, Pa., Roscoe M. Ihrig, *dir.*; total registration: 2,087; total no. courses: 310.

Credit courses include industrial courses, engineering, fine arts, general cultural courses, works management, industrial education, vocational courses, etc.; all subjects carry credit; all subjects except vocational courses and college preparatory subjects carry degree credit.

CASE SCHOOL OF APPLIED SCIENCE, Evening Session, 10,900 Euclid Ave., Cleveland, Ohio, H. B. Dates, *dir.*

Courses include engineering and related sciences given by Cleveland College of Western Reserve University with which School is affiliated; postgraduate courses toward M.S. degree offered in late afternoon or evening; two or three intensive conference schools of three days' duration for engineers in practice; voluntary vacation courses for unemployed alumni.

UNIVERSITY OF CHICAGO, Home-Study Department, Chicago, Ill., H. F. Mallory, *sec.*; total registration: 6,605, 1931-32; total no. courses: 402, 1931-32.

Credit courses in high school and college entrance subjects, junior and advanced college work and graduate courses include arts, languages, literature, physical and social sciences, orientation courses, education, religion, applied arts, commerce, and vocational work.

UNIVERSITY OF CINCINNATI, Evening and Extension Division, Cincinnati, Ohio, Vincent H. Drufner, *dir.*, total registration: 6,932; total no. courses: 344.

Courses for credit in commerce, engineering, applied arts, liberal arts, education, household administration; graduate courses in law and education; non-credit discussion group courses in psychology, current economic and social problems, literature, biology, each continuing for ten weeks, under direction of university faculty members; enrollment, 700, special work for business and professional groups, etc.

CLEVELAND COLLEGE, see Western Reserve University.

UNIVERSITY OF COLORADO, Division of University Extension, Boulder, Colo., Elmore Petersen, *dir.*, total registration: 4,975, 1931-32; total no. courses: 486.

Credit courses in junior, advanced and graduate college work, including arts, languages, literature, physical and social sciences, education, engineering, applied arts, commerce, and special vocational work;

Correspondence courses in high school subjects, college entrance, junior and advanced college work, arts, languages, literature, business, physical and social sciences, education, engineering, and applied arts;

Informal and special types of university extension service include advisory and cooperative services, club study courses, community organization, drama service, general information, guides to reading, municipal reference and information, package libraries, publications, aids to public discussion, speech contests, conventions and conferences, lantern slides, and motion pictures.

COLUMBIA UNIVERSITY, University Extension, New York, N. Y., James C. Egbert, *dir.*; total registration: resident, 9,349; in Brooklyn, Newark, and elsewhere, 1,600; special (courses not given for credit), 425; home study, 4,000, total no. of courses: afternoon and evening, 568; in Brooklyn, Newark, and elsewhere, 63; in cooperation with Teachers College, 16.

Credit classes in high school, college entrance, collegiate and graduate work in arts, languages, literature, social sciences, engineering, postgraduate medicine, law, commerce, secretarial subjects,

Home study courses in high school, college entrance and collegiate subjects: arts, languages, literature, social sciences, agriculture, and religion;

Informal and special types of university extension service include lyceum: The Institute of Arts and Sciences (see p. 220).

UNIVERSITY OF DENVER, Division of University Extension, Denver, Colo., E. G. Plowman, *dean*; total registration: 575; total no. courses: 14.

Courses on campus and in Denver and vicinity in junior and advanced college work, also non-credit classes in sciences, art, music, economics, and other subjects;

Correspondence courses offered in junior and advanced college work, arts, languages, literature, physical and social sciences, education, applied arts, commerce;

Informal and special types of university extension service include advisory and cooperative services, club study courses, orchestra, institutes, guides to reading, speech, debating and other contests, conventions and conferences, radio broadcasts, forums on social, economic, scientific and philosophical sub-

jects; conducts non-credit courses in international relations and art.

COLLEGE OF CITY OF DETROIT, Evening Session, Detroit, Mich., Don S. Miller, *dir.*, total registration: 4,905, 1931-32; total no. courses: 250, 1931-32.

Formal courses include classes in banking, business, nursing, engineering, etc.; general academic courses, evening session emphasizes cultural rather than vocational courses, majority of courses offered for credit toward degree.

EASTERN ASSOCIATION FOR EXTENSION EDUCATION, Columbia University, New York, N. Y., Thomas E. Power, *sec.*

Serves as medium for interchange of policies, research and mutual cooperation, association intentionally regional in character, including in its membership area New England, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, West Virginia and the District of Columbia; holds annual conference and conducts such studies and research as seem pertinent; membership, 15 institutions.

EVANSVILLE COLLEGE, Extension Division, Evansville, Ind., Charles E. Torbet, *chmn.*, total registration: 88; total no. courses: 10.

Formal courses offered for credit include subjects taught in regular college sessions; classes held at convenient centers in business section of city; non-credit courses given only when request made from considerable number of people for special lectures.

UNIVERSITY OF FLORIDA, General Extension Division, Gainesville, Fla., B. C. Riley, *dean*; total registration: 6,540, 1931-32; total no. courses: 165, 1931-32.

Extension courses in junior and advanced college work in arts, languages,

literature, social sciences, education, applied arts, commerce and special vocational work;

Informal and special types of service include club study courses, drama, general information, package libraries, parent-teacher aids, publications, aids to public discussion, speech and music contests, lantern slides, talking picture machine records for music appreciation study, and prints for picture study.

FORDHAM UNIVERSITY, Extension Department, Fordham, N. Y., Charles J. Dean, S.J., *dean*; Joseph A. Lennon, S.J., *dean*, Teachers College; total registration. 8,078; total no. courses: 478.

Classes offered through five main branches—the undergraduate college, Teachers College, Graduate School, School of Business, and School of Social Service—in accounting, art, banking, biology, business English, business law, chemistry, English and modern languages, finance, mathematics, philosophy, physics, religion, marketing and advertising, sciences, sociology, etc.;

Lectures in various branches of philosophy, history, literature, and science for students of Graduate School; advanced courses in education for graduates specializing in pedagogy.

THE GEORGE WASHINGTON UNIVERSITY, Extension Division, Washington, D. C., Elmer Louis Kayser, *dir.*; total registration: 795.

Evening courses in practically all subjects offered for credit to day students; courses organized occasionally for groups desiring preparation along special lines; all courses for credit open to students above twenty-one years of age prepared to pursue courses with advantage,

UNIVERSITY SYSTEM OF GEORGIA, Division of General Extension, Athens, Ga., J. C. Wardlaw, *dir.*, total registration: 2,000, 1932; total no. courses: 64, 1932.

No night classes offered; credit classes in junior and advanced college courses;

Correspondence courses in arts, languages, literature, physical and social sciences, education, applied arts, commerce, special vocational work, etc.;

Informal and special types of university extension work.

HARVARD UNIVERSITY, Commission on Extension Courses, 1932-33, Cambridge, Mass., Arthur F. Whittam, *chmn.*, total registration: 1,456, total no. courses: 27.

Courses offered in Cambridge and Boston in arts, languages, literature, physical sciences, history, government, economics, philosophy and psychology.

HUNTER COLLEGE OF THE CITY OF NEW YORK, Evening, Extension, and Summer Sessions, Park Ave. and 68th St., New York, N. Y., A. Broderick Cohen, *dir.*, total registration: 16,153, 1931-32; total no. courses: 1,060, 1931-32.

Evening, extension and summer session courses leading to undergraduate degrees of A.B. and B.S. in education offered to all departments of regular day session; also courses leading to graduate degrees of A.M. and M.S. in education,

Non-credit courses offered in art, education, English, music, physical education, romance languages, and speech;

Special non-credit courses given in commercial and secretarial subjects, interior decoration, training for teacher-clerks, and X-ray technique.

INDIANA UNIVERSITY, Extension Division, Bloomington, Ind., R. E. Cavanaugh, *dir.*; total registration. 10,286, total no. courses: 517, in 29 cities.

Credit courses in high school, college entrance, junior college, advanced college and graduate work in arts, languages, literature, physical and social sciences, orientation courses, education, applied arts, commerce and special vocational work; correspondence courses offered in same subjects;

Informal and special types of university service include child welfare, club study courses, community organization, drama, guides to reading, health, municipal reference, advisory and cooperative services, package libraries, parent-teacher aids, publications, aids to public discussion, speech and music contests, conventions and institutes, lantern slides, motion pictures, sound pictures, art exhibits, welfare exhibits.

IOWA STATE COLLEGE, Engineering Extension Service, Ames, Iowa, D. C. Faber, *dir.*; total registration: 2,500; total no. courses: 15.

Courses in education and engineering; correspondence courses in education, informal and special courses include institutes, short courses, municipal reference and information, package libraries, publications, lantern slides, motion pictures, and radio.

STATE UNIVERSITY OF IOWA, University Extension Division, Iowa City, Iowa, Bruce E. Mahan, *dir.*, total registration: 2,507; total no. courses: 261.

Credit courses in medical work, correspondence courses in advanced college and graduate work, including art, languages, literature, physical and social sciences, education, engineering, com-

merce; Saturday courses at University for non-resident students;

Informal and special types of service include child welfare, club study courses, drama service, health, municipal reference and information, package libraries, parent-teacher aids, publications, speech and music contests, conventions and conferences, lantern slides, motion and sound pictures, radio, art and welfare exhibits.

JOHNS HOPKINS UNIVERSITY, Evening Division, Baltimore, Md., Florence E. Bamberger, *in charge*, College for Teachers; A. G. Christie, *in charge*, Night Courses for Technical Workers; W. O. Weyforth, *in charge*, Evening Courses in Business Economics; total registration: 2,337, total no. courses: 142.

Courses offered for credit towards degree through three evening divisions include courses paralleling in subject matter those offered in daytime classes.

UNIVERSITY OF KANSAS, Division of University Extension, Lawrence, Kan., Harold G. Ingham, *dir.*

Credit courses in junior, advanced and graduate college work in arts, languages, literature, physical and social sciences, education; postgraduate medical and dental work; correspondence courses offered in high school, college entrance, junior and advanced college work, arts, languages, literature, physical and social sciences, education, engineering, and commerce;

Informal and special services include advisory and cooperative service, child welfare, club study, community organizations, drama, guides to reading, health services, lyceum, package libraries, parent-teacher aids, publications, aids to public discussion, lantern slides, motion and sound pictures, radio, and art exhibits.

UNIVERSITY OF KENTUCKY, Department of University Extension, Lexington, Ky., Wellington Patrick, *dir.*; total registration: 2,907; total no. courses: 150.

Courses offered in junior and advanced college work in arts, music, languages, literature, social sciences, education, and commerce; correspondence courses in same subjects;

Informal and special types of service include club study courses, drama, package libraries, parent-teacher aids, publications, aids to public discussion, speech and music contests, lantern slides, and motion pictures.

LOUISIANA STATE UNIVERSITY, General Extension Division, Baton Rouge, La., P. H. Griffith, *dir.*, total registration: 1,745, 1931-32; total no. courses: 48, 1931-32.

Courses in advanced and graduate college work, social sciences, and education;

Correspondence courses in arts, languages, literature, social sciences, education;

Informal and special types of service include advisory and cooperative services, child welfare, club study, community organization, drama, parent-teacher aids, speech and music contests, conventions and conferences, motion pictures;

During 1932-33 experiment in community education conducted: leadership guidance class of 50 members, including professional men, home makers, teachers, social leaders, etc.; 30 active members of group have been in contact with more than 500 rural people in 6 rural neighborhoods for purpose of arousing interest and perfecting organization and educational programs of community groups; general welfare movements have resulted with special group activities in agriculture and home making, athletics, dramatics, health, and guidance.

UNIVERSITY OF LOUISVILLE, Division of Adult Education, College of Liberal Arts, Belknap Campus, Louisville, Ky., J. J. Oppenheimer, *dir.*, total registration. 646, total no. courses. 75.

Formal courses directly related to vocational interests and problems; regular college courses; courses of cultural nature planned for people not primarily interested in college credit or vocational improvement, credit given properly qualified students for nearly all courses; short, non-credit lecture courses; cooperates with local clubs and organizations in preparing and conducting courses and lectures; issues *Adult Education Bulletin*, concerned primarily with the offerings of Division of Adult Education and the University, but also including other educational activities in state.

MASSACHUSETTS DEPARTMENT OF EDUCATION, Division of University Extension, Boston, Mass., James A. Moyer, *dir.*, total registration: 30,970, 1931-32; total no. courses: 300, 1931-32.

Extension courses in junior, advanced, and graduate college work include arts, music, languages, literature, physical and social sciences, orientation courses, education, engineering, law, applied arts, commerce and special vocational work;

Correspondence courses offered along same general line;

Informal and special types of service include lantern slides, motion pictures, radio, courses in music appreciation and parent education.

UNIVERSITY OF MICHIGAN, Division of University Extension, Ann Arbor, Mich., W. D. Henderson, *dir.*, total registration: 3,047, total no. courses: 96.

Courses in junior, advanced and graduate college work in arts, languages,

literature, physical and social sciences, education, engineering, commerce, special vocational work;

Correspondence courses in junior college work, arts, languages, literature, social sciences, and short story writing;

Informal and special types of service include extension lectures, advisory and cooperative services, child welfare, club study courses, community organization, guides to reading, health services, municipal references and information, package libraries, parent-teacher aids, publications, conventions and conferences, lantern slides, and radio.

UNIVERSITY OF MINNESOTA, General Extension Division, Minneapolis, Minn., Richard R. Price, *dir.*; total registration: extension: 10,036; correspondence: 8,175; short courses: 751, total no. courses: 782.

Formal courses on campus and wherever there is a demand throughout the state in junior and advanced college work in arts, music, languages, literature, physical and social sciences, orientation courses, education, engineering, applied arts, and commerce; correspondence courses along same general lines;

Informal and special types of service include club study, community organization, drama, guides to reading, lyceum, municipal reference and information, speech and music contests, conventions and conferences, lantern slides, motion pictures, radio, and nursing; short courses of from four to eight weeks for practicing physicians and dentists, for custodians and janitors of public buildings and for similar groups; one year full-time course in embalming and funeral directing;

During 1933-34 offering opportunity to local high schools to organize graduates for study correspondence courses (for further information see p. 245).

UNIVERSITY OF MISSOURI, Division of University Extension, Columbia, Mo., Charles H. Williams, *dir.*; total registration: 2,256; total no. courses: 160.

Courses in junior, advanced and graduate college work in arts, languages, literature, social sciences, and education;

Correspondence courses offered along same lines;

Informal and special types of extension service include municipal reference and information, lantern slides, motion pictures, placement of teachers, and better homes service.

UNIVERSITY OF NEBRASKA, Division of University Extension, Lincoln, Nebr., A. A. Reed, *dir.*, total registration: 4,180, total no. courses: 457.

Courses in high school, college entrance, junior and advanced college work in arts, languages, literature, physical and social sciences, orientation, education, engineering, applied arts, commerce;

Correspondence courses in high school, junior college, college entrance, and advanced college work, arts, languages, literature, social sciences, education, engineering, applied arts, commerce;

Informal and special types of extension service include drama service, general information, guides to reading, publications, aids to public discussion, speech and music contests, conventions and conferences, lantern slides, motion pictures, radio, Regents' scholarship contests.

UNIVERSITY OF NEW MEXICO, Division of University Extension, Albuquerque, N. M., J. T. Reid, *dir.*; total registration: 452; total no. courses: 27.

Extension and correspondence courses offered in junior, advanced, and graduate college work in arts, languages, lit-

erature, social sciences, education, and commerce,

Informal and special types of extension service include club study courses, lyceum, package libraries, parent-teacher aids, speech, advisory and cooperative services, music contests, and radio.

THE COLLEGE OF THE CITY OF NEW YORK, Evening Session, 139th St. and Convent Ave., New York, N. Y., Paul H. Linehan, *dir.*, total registration: evening session: 14,142; afternoon division: 3,845; total no. courses: evening session: 872; afternoon division: 239.

Formal courses for credit cover full range of subjects offered to daytime students, leading to degrees in arts, business, education and technology; many non-credit courses offered; most of courses offered free of charge.

NEW YORK UNIVERSITY, University Extension Division, Washington Sq. East, New York, N. Y., Paul A. McGhee, *ex. sec.*; total registration: 1,860, total no. courses: 90.

Following courses offered: non-credit courses given at Washington Square Center of University, parallel in content and hours of study to courses within curriculum of Washington Square College of the University; lecture courses of more popular nature offering possibility of orientation within various fields of modern thought and culture; evening college credit courses given in Newark, N. J., and Paterson, N. J., chiefly commercial in character, paralleling those offered in School of Commerce of New York University (a few liberal arts courses from the Washington Square College curriculum also offered); also a daytime liberal arts college credit program for an entering group in Newark Institute of Arts and Sciences;

Thirty-six non-credit courses offered

at Washington Square Center, including such subjects as oriental literature, abnormal psychology, history of art, philosophies of history, speech improvement, advanced typewriting, etc.

UNIVERSITY OF NORTH CAROLINA, University Extension Division, Chapel Hill, N. C., R. M. Grumman, *dir.*; total registration: 3,363, 1931-32; total no. courses offered: 171, 1931-32.

Courses in junior, advanced, and graduate college work in physical and social sciences, education, commerce,

Correspondence courses in junior and advanced college work, arts, languages, literature, physical and social sciences, education, commerce, special vocational work;

Informal and special types of extension service include advisory and cooperative service, short courses and institutes, club study courses, drama, guides to reading, lyceum, municipal reference and information, package libraries, parent-teacher aids, aids to public discussion, publications, conventions and conferences, motion pictures, radio state-wide high school contests in debating and academic subjects.

UNIVERSITY OF NORTH DAKOTA, Division of University Extension, Grand Forks, N. D., A. H. Yoder, *dir.*, total registration. 466, total no. courses: 145.

Courses in high school, college entrance, junior and advanced college work in arts, languages, literature, social sciences, education, commerce,

Correspondence courses offered along same general lines;

Informal and special types of extension service include advisory and cooperative services, community organization, drama, guides to reading, health services, lyceum, municipal reference and infor-

mation, package libraries, parent-teacher aids, class in vocal music, publications, aids to public discussion, speech and music contests, conventions and conferences, lantern slides, motion pictures, radio, art exhibits, welfare exhibits, state-wide better magazine project, child welfare, club study.

NORTHWESTERN UNIVERSITY, College of Liberal Arts, Evanston, Ill., S. N. Stevens, *dir.*

Formal courses offered by University through Liberal Arts and Commerce Schools at night, similar in content to those offered in daytime, and carrying full credit.

OHIO STATE UNIVERSITY, Extension Division, Columbus, Ohio, George W. Rightmire, *pres.*

University renders educational, social, and technical service in agricultural field to people of rural communities throughout state reaching nearly eight hundred students enrolled in classes in various cities of Ohio in such subjects as marketing, banking, corporation law and practice, and other subjects.

OHIO UNIVERSITY, Division of University Extension, Athens, Ohio, Simeon H. Bing, *dir.*; total registration: 1,740, total no. courses: 167.

Courses in arts, languages, literature, physical and social sciences, education, commerce, engineering;

Correspondence courses in same subjects;

Informal readers' advisory service and service to clubs.

UNIVERSITY OF OKLAHOMA, Division of University Extension, Norman, Okla., Louis B. Fritts, *dir.*, total registration: 7,280; total number courses: 436.

Formal classes in junior, advanced, and graduate college courses;

Correspondence courses in high school and college entrance work; college credit work in arts, languages, literature, physical and social sciences, education, engineering, and commerce;

Informal service includes advisory and cooperative work, child welfare, club study courses, community organization, guides to reading, health, talks and publications, municipal reference and information, package libraries, parent-teacher aids, publications, aids to public discussion, speech and music contests, conventions, conferences, lantern slides, motion pictures, radio broadcasts; postgraduate work in medicine and dentistry.

OREGON STATE SYSTEM OF HIGHER EDUCATION, General Extension Division, Central Office University of Oregon, Eugene, Ore., Alfred Powers, *dean*; total registration: 4,688; total no. courses: 450.

Courses offered in college entrance, junior, advanced, and graduate college work in arts and music, languages, literature, physical and social sciences, education;

Correspondence courses in same subjects;

Informal and special types of extension service include club study courses, general information, guides to reading, parent-teacher aids, aids to public discussion, lantern slides, motion pictures, and radio broadcasts.

PENNSYLVANIA STATE COLLEGE, Division of University Extension, State College, Pa., M. S. McDowell, *dir.*, Agricultural Extension; J. O. Keller, *head*, Engineering Extension; Harry B. Northrup, *dir.*, Mineral Industries Extension; A. S. Hurrell, *dir.*, Teacher Training Extension.

Agricultural Extension, in addition to its regular activity consisting of dem-

onstrations, etc., offers forty-odd correspondence courses in agriculture and home economics; total enrollment, 4,875, 1931-32;

Engineering Extension Department includes: extension evening schools with local teachers giving practical three-year courses in Allentown, Wilkes-Barre, Reading, Scranton, and Erie; extension evening class centers, with one-year programs, employing local teachers in smaller cities of state whenever there is sufficient demand (24 centers in 1930-31); cooperative evening schools, under local control, in several centers; correspondence courses in technical and business subjects, high school or college entrance courses (with or without college entrance credit); college-grade courses, supervised home study courses; training for executive groups; lectures and short courses; 3,392 persons enrolled for 6,389 subjects, 1931-32;

Mineral Industries Extension offers classes and correspondence courses in technical subjects; some classes organized under Smith-Hughes plan in cooperation with State Department of Public Instruction, Mines, and Labor Industry; home study courses in mineral industry subjects; total enrollment, 1,584, 1931-32;

Teacher training extension trains teachers in service; offers extension class instruction and over 100 home study courses; 6,753 persons enrolled for 9,108 subjects, 1931-32; instruction also offered vocational teachers in industrial education; enrollment 1931-32, 533.

UNIVERSITY OF PENNSYLVANIA, Evening and Extension Schools, Philadelphia, Pa., Theodore J. Grayson, *dir.*; total registration: 3,460; total no. courses: 86.

Evening School in Philadelphia and Extension Schools of Accounts and Fi-

nance, located at Harrisburg, Reading, Scranton, and Wilkes-Barre, offer regular courses leading to certificate of proficiency upon completion of 48 credits of work, Evening School offers special courses for men and women interested in specializing in particular subjects; non-credit course for underwriters;

Extension courses for teachers offered at centers within radius of approximately fifty miles from University, including classes in sociology, school management, mathematics, history, economics, psychology, geography, and English literature, open to teachers and any other qualified persons.

UNIVERSITY OF PITTSBURGH, Division of University Extension, Pittsburgh, Pa., F. W. Shockley, *dir.*

Formal classes offered at Downtown Division and wherever there is a demand throughout state in junior, advanced, and graduate college work in arts, languages, literature, physical and social sciences, education, engineering, commerce and special vocational work;

Informal and special types of university extension service include parent-teacher aids, publications, aids to public discussion, speech and music contests, conventions and conferences, and other advisory and cooperative services.

POLYTECHNIC INSTITUTE OF BROOKLYN, Evening Session, 99 Livingston St., Brooklyn, N. Y., E. J. Streubel, *dean*; total registration: 1,518; total no. courses: 178.

Formal courses for credit include undergraduate and graduate college courses in engineering and chemistry; special non-credit courses in automotive engineering and in Diesel engines.

UNIVERSITY OF ROCHESTER, Extension Division, Rochester, N. Y., Earl Burt Taylor, *dir.*, total registration: 1,208; total no. courses: 97.

Credit courses include subjects identical with those given to daytime students, leading to degrees; graduate courses leading to master's degree;

Informal non-credit courses include history, science, discussion groups; lecture series, parent education and child development courses, adult education courses with reference to technique; radio programs twice weekly.

RUTGERS UNIVERSITY, Division of University Extension, New Brunswick, N. J., N. C. Miller, *dir.*; total registration: 3,515; total no. courses: 166.

Formal class extension courses offered in junior, advanced, and graduate college work, arts, languages, literature, physical and social sciences, engineering, medicine, commerce, and special vocational work;

Correspondence courses in high school subjects, arts, languages, literature, physical sciences, engineering, commerce;

Informal and special types of extension service include advisory and co-operative services, child welfare, club study, general information, guides to reading, aids to public discussion, conventions and conferences, and course in foreman executive training.

UNIVERSITY OF SOUTHERN CALIFORNIA, University College, 1300 Transportation Bldg., Seventh and Los Angeles Sts., Los Angeles, Calif., Ernest W. Tiegs, *dean*, total registration: 6,677; total no. courses: 549.

Formal courses for credit include practically all subjects in curriculum of day schools and colleges; work offered

in 43 different departments, including architecture, fine arts, sciences, commerce and economics, engineering, English, languages, history, education, mathematics, psychology, sociology, speech, non-credit courses in architecture and fine arts, chemistry, commerce, economics, English, geology, and speech.

UNIVERSITY OF SOUTH DAKOTA, Division of University Extension, Vermillion, S. D., Garrett Breckenridge, *dir.*

Formal class extension courses offered in junior, advanced and graduate college work, arts, languages, literature, social sciences, education, commerce;

Correspondence courses in junior and advanced college work, arts, languages, literature, physical and social sciences, education, engineering, commerce,

Informal and special types of university extension service include club study, community organization, drama, general information, guides to reading, package libraries, aids to public discussion, speech and music contests, lantern slides, motion pictures, radio, and art exhibits.

SYRACUSE UNIVERSITY, School of Extension Teaching and Adult Education, Syracuse, N. Y., D. Walter Morton, *dir.*; total registration: 1,817; total no. courses: 120.

Formal classes on university campus in high school, college entrance, junior, advanced and graduate college work; correspondence courses in arts, languages, literature, social sciences, and education; orientation courses in engineering, applied arts, commerce and business; offers non-credit American Institute of Banking courses,

Has established undergraduate extension centers, offering full freshman program to those students who because of

financial conditions can not attend college.

UNIVERSITY OF TENNESSEE, Division of University Extension, Knoxville, Tenn., F. C. Lowry, *dir.*; total registration: 1,913, total no. courses: 250.

Courses in junior, advanced, and graduate college work in arts, languages, literature, physical and social sciences, education, engineering (non-credit), commerce and special vocational work;

Correspondence courses in college entrance, junior, and advanced college work, arts, languages, literature, social sciences, education, engineering, commerce, and special vocational subjects;

Informal and special types of university extension service include club study courses, community organization, general information, reading guides, package libraries, parent-teacher aids, publications, aids to public discussion, speech, music and other contests, conventions and conferences.

TEXAS TECHNOLOGICAL COLLEGE, Extension Department, Lubbock, Texas, J. F. McDonald, *dir.*, total registration: 1,008, 1931-32.

Formal class extension courses in junior, advanced, and graduate college work in arts, languages, literature, physical and social sciences, education, engineering, applied arts, commerce, special vocational work;

Correspondence courses offered in high school, college entrance, junior, and advanced college work, arts, journalism, languages, literature, physical and social sciences, education, applied arts, commerce;

Informal and special types of extension service include advisory and cooperative service, club study, general information, package libraries.

TEMPLE UNIVERSITY, Teachers College, Philadelphia, Pa., George E. Walk, *dean*; total no. courses: 24.

Formal classes offered for credit in methods for teachers of immigrants and native illiterates and course on immigrant backgrounds, intended primarily to serve interests of teachers in evening public schools of Philadelphia.

UNIVERSITY OF TEXAS, Division of University Extension, Austin, Texas, T. H. Shelby, *dean*, total registration: 2,440; total no. courses: 219.

Undergraduate grade courses offered in arts, languages and literature, commerce, and teacher and foreman training in trades and industries under Federal Smith-Hughes law; advanced and graduate work in education;

Correspondence courses offered in high school subjects, college entrance, junior, and advanced college work, arts, languages, literature, physical and social sciences, education, engineering, applied arts, commerce;

Informal and special types of extension service include advisory and cooperative services, child health and welfare, club study courses, community organization, general information, guides to reading, health service, package libraries, parent-teacher aids, publications, aids to public discussion, public school contests in declamation, debate, essay writing, spelling, arithmetic, type-writing, journalism, music, art, drama, sport, conventions, lantern slides, motion pictures, art exhibitions, school surveys.

UNIVERSITY OF UTAH, Division of University Extension, Salt Lake City, Utah, F. W. Reynolds, *dir.*

Formal classes in junior college work in arts, languages, literature, social sciences, orientation courses, education, applied arts, commerce;

Correspondence courses in high school, college entrance and junior college work, arts, languages, literature, social sciences, education;

Informal and special types of university extension service include speech and music contests, radio broadcasts, character education.

UNIVERSITY OF VIRGINIA, Division of University Extension, Charlottesville, Va., G. B. Zehmer, *dir.*; total registration: 1,365, 1931-32; total no. courses: 138, 1931-32.

Formal classes in junior and advanced college work in arts, languages, literature, social sciences, education, engineering, and commerce,

Correspondence courses in equivalent junior and advanced college work in arts, literature, social sciences, and education;

Informal and special types of extension service include cooperative relationships with volunteer educational agencies, drama, library extension, publications, aids to public discussion, high school literary and athletic contests, art exhibits, executive agent for Medical Society of Virginia in conducting lectures and clinics for practicing physicians.

STATE COLLEGE OF WASHINGTON, Division of General College Extension, Pullman, Wash., Frank F. Nalder, *dir.*, total registration: 1,106; total no. courses: 146.

Formal courses in junior, advanced, and graduate college work;

Correspondence courses in arts, languages, literature, social sciences, education, engineering, commerce;

Informal and special types of extension service include advisory and cooperative services, club study, drama, parent-teacher aids, motion pictures, radio broadcasts, reading.

UNIVERSITY OF WASHINGTON, Extension Service, Seattle, Wash., H. E. Smith, *dir.*, total registration: 3,641, total no. courses: 351.

Formal classes in junior, advanced, and graduate college work, arts, languages, literature, physical and social sciences, education, commerce;

Correspondence courses in high school college entrance, junior, and advanced college work in arts, languages, literature, physical and social sciences, education, commerce.

WASHINGTON UNIVERSITY, University College, St. Louis, Mo., Frank M. Debatin, *dean*, total registration: 2,540; total no. courses: 250.

Courses on campus in high school, college entrance, junior, advanced and graduate college work including arts, languages, literature, physical and social sciences, education, engineering, applied arts, commerce, and special vocational work; college has non-credit courses in advanced English for educated foreigners, social hygiene, clothing design, insurance, retail merchandising, etc., administrative supervision and control of the University's curricula leading to the Bachelor of Science degree in education and Bachelor of Science degree in journalism;

Informal and special types of university extension service include lyceums, conventions and conferences.

CLEVELAND COLLEGE OF WESTERN RESERVE UNIVERSITY, Extension Division, Cleveland, Ohio, A. Caswell Ellis, *dir.*, total registration: 3,214 college students and 6,154 short-course students; total no. courses offered: 361 college-grade and 169 non-credit short courses.

Formal courses for credit in arts and sciences, engineering, and business ad-

ministration paralleling those given in usual standard college; short non-credit courses in pure and applied arts and sciences and in parent education, group-study courses, institutes, exhibits, and radio courses, courses in high school subjects, college entrance, junior and advanced college work, arts, languages, literature, physical and social sciences, education, engineering, commerce, special vocational work; also non-credit courses in same subjects;

Informal and special types of university extension service include child welfare, club study courses, community organization, drama, guides to reading, health programs, lyceum, package libraries, parent-teacher aids, publications, aids to public discussion, speech and music contests, conventions and conferences, lantern slides, motion and sound pictures, radio, special work with unemployed.

WEST VIRGINIA UNIVERSITY, Extension Division, Morgantown, West Va., Richard Aspinall, *univ. agent*; total registration: 1,320; total no. courses: 50.

Courses in engineering; university maintains extension school of mines in two or three different sections of state during the year.

COLLEGE OF WILLIAM AND MARY, College of Liberal Arts, Williamsburg, Va., K. H. Hoke, *dean*; total registration: 1,165; total no. courses: 355.

Courses in junior, advanced, and graduate college work in arts, languages, literature, social sciences, education, commerce;

Informal and special types of extension service include drama service, speech, music, and other contests.

UNIVERSITY OF WISCONSIN, University Extension Division, Madison, Wisc., Chester D. Snell, *Dean*, total registration: 24,300, 1931-32; total no. courses: 1,050, 1931-32.

Credit courses in junior and advanced college work at Extension Center in Milwaukee and in other towns throughout state in arts, languages, literature, social sciences, orientation courses, education, engineering, medicine, commerce and special vocational work;

Correspondence courses in high school subjects, college entrance, junior and advanced college work, arts, languages, literature, physical and social sciences, education, engineering, commerce, special vocational work; also non-credit courses in same subjects;

Informal and special types of university extension service include: child welfare, club study courses, community organization, drama, guides to reading, health programs, lyceum, package libraries, parent-teacher aids, publications, aids to public discussion, speech and music contests, conventions and conferences, lantern slides, motion and sound pictures, radio, special work with unemployed.

WITTENBERG COLLEGE, Night and Extension Division, Springfield, Ohio, H. J. Arnold, *dir.*, total registration. 516.

Formal courses in regular college credit work including biography, education, English, political science, sociology, psychology, and public speaking; college maintains branch at Dayton, Ohio, which offers regular two-year program of liberal arts subject for credit;

Limited number non-credit courses including journalism, psychology, parental education; sponsors free-time school for unemployed residents of community, charging registration fee of \$1 and \$.50 for each additional course.

See also the following organization listed under National Organizations:

NATIONAL UNIVERSITY EXTENSION ASSOCIATION

Also the following articles:

AGRICULTURAL EXTENSION, p. 1.

THE ARTS IN ADULT EDUCATION, p. 33.

MUSIC IN ADULT EDUCATION, p. 115.

VISUAL EDUCATION, p. 273.

READING LIST

Bittner, W. S. and H. F. Mallory. University Teaching by Mail. Macmillan, 1933. 384 p.

Records the results of a two-year survey of university and college correspondence instruction. Most of the study is confined to the work of institutions that are members of the National University Extension Association.

Hall-Quest, A. L. The University Afield. Macmillan, 1926. 292 p.

Historical and statistical study of university extension in the United States Shows how vocational interests and our system of university "credits" have made university extension here widely different from the cultural tradition of the movement in England.

National University Extension Association. Proceedings of Annual Conventions. Bloomington, Indiana University Press.

Thompson, Clem O. The Extension Program of the University of Chicago. University of Chicago Press, 1933, 188 p.

William Rainey Harper, the first president of the University of Chicago, was largely responsible for the successful initiation of the university extension movement in the United States. The history of the extension program of the University is, to a great extent, the history of the movement in this country.

VISUAL EDUCATION

With the belief steadily growing in educational circles that visual aids should supplement aural instruction, the increase of the use of motion pictures, slides, and other aids to visual instruction is not surprising.

The extension departments of colleges and universities are most active in experimenting with the use of visual education material among adults. More than fifty such institutions have reported that they use some form of visual education in their extension work, among them the State College of Washington, Indiana University, University of Missouri, University of California, University of Colorado, University of Florida, Iowa State College, University of Minnesota, North Dakota Agricultural College, University of Oklahoma, and the University of Wisconsin. The visual education collection of most of these institutions consists of slides and films, some of them made under the direction of members of the teaching staff, but most of them copies of films produced by both commercial and non-commercial organizations. Films are supplied to responsible borrowers, either for a small rental fee, or at cost of transportation.

Most of the larger public libraries maintain special departments where files of photographs and pictures, as well as slides, and in some instances, films, are available to the public. In many cases these institutions have lending collections for the use of accredited organizations and individuals. A movement to promote better commercial films, endorsed by a number of the national women's organizations, has the support of librarians, to the extent that the American Library Association has appointed a committee to preview films and report on them to interested librarians throughout the country.

Teaching by visual methods has been adopted by thousands of state and county agricultural and home demonstration agents in the United States working in cooperation with the Federal Department of Agriculture. Taking photographs for lantern slides and film strips is a part of the program in many states. Carefully planned exhibits frequently manned by a lay person qualified to demonstrate some method of work or some form of handicraft, have proved to be of great value in forwarding extension work.

Notable progress in the planning and producing of educational motion pictures has been made by the University of Chicago, by Yale University, and by the University Film Foundation, a non-profit making educational institution affiliated with Harvard University. A description of the films produced by these institutions is given below.

A number of commercial firms have also made educational films, chiefly to give publicity to their products, and are offering them to any responsible group who will pay carrying charges on them or a small fee for their use. These films contain little or no "sales talk" and many of them are highly recommended by the extension departments of colleges and universities.

Many national organizations have picture files, posters and other exhibit material, and in some cases slide and film libraries, depicting work in their particular fields. In most instances they are glad to lend material for the publicity given the organization or the field in which it is active.

During the last three years the use of visual aids for educational purposes has increased. College and university extension departments almost without exception report a greater demand for all types of visual material. Those in charge of exhibits in libraries, museums, and other public institutions are employing all manner of ingenious methods to keep their displays interesting at a minimum cost, and in many cases a record number of visitors has been reported. One major experiment in visual education—the making of sound films by the University of Chicago—has been started since 1929.

D. R.

The following institutions and organizations are among the national agencies now offering visual aids, or conducting programs in visual education. They are listed alphabetically by name of agency. Unless otherwise indicated, figures are for 1932-33.

AMERICAN LIBRARY ASSOCIATION, 520
No. Michigan Ave., Chicago, Ill.,
Carl H. Milam, *sec.*

Subcommittee previews and recommends moving pictures suitable for endorsement on part of local libraries throughout country; for further information concerning general adult education program of Association see p. 316.

UNITED STATES DEPARTMENT OF AGRICULTURE, Extension Service, Washington, D. C., C. W. Warburton,
dir.

Lends lantern slides and film strip series to state extension workers, schools, and other adult groups; arranges with commercial firms for sale of lantern slide and film strip series at contract

prices, during 1932, 5,501 film strips purchased by county agents, schools, and other organizations; 351 series of glass lantern slides distributed, only charge for borrower being cost of transportation both ways; 1,248 shipments of motion pictures made to extension workers, schools, and other organizations; also cooperated with state extension divisions in staging and taking 894 field and 361 laboratory photographs and in preparing film strips from local illustrations at contract prices; catalog supplied upon request; for further description of work of Department see p. 344.

UNITED STATES DEPARTMENT OF COMMERCE, Bureau of Mines, Washington, D. C., Scott Turner, *dir.*

Lends free, except for cost of transportation, films covering sixty subjects pertaining to mineral and allied industries, including mining, milling, and metallurgical operations involved in production of silver, copper, lead, iron, and other metals and in production and preparation of non-metallic minerals and petroleum; films made in coopera-

tion with industrial concerns and expense paid by them; many subjects available in both 35 mm. and 16 mm. widths, films used extensively by educational institutions, engineering and scientific societies, civil and business associations, clubs, churches, miners' local unions, and service schools of Army and Navy; pictures showed during past year on 34,638 occasions to total of 2,996,000 persons.

YOUNG MEN'S CHRISTIAN ASSOCIATION, Motion Picture Bureau, 347 Madison Ave., New York, N. Y., and 19 So. La Salle St., Chicago, Ill., A. L. Frederick, *sec.*, *motion picture bureau.*

Film library includes thousands of 16 mm. and 35 mm. silent films as well as collection of 35 mm. sound films, religious, educational, industrial, scenic, patriotic, and comedy pictures, annual registration fee of \$2 charged all organizations using material; during 1932, 90,000 reels sent to schools and colleges, churches, Y.M.C.A.'s, granges, women's clubs, etc.; for further information concerning general program of the Association see p. 346.

The following colleges and universities, or organizations affiliated with colleges and universities, are among those offering visual instruction or visual equipment. They are listed alphabetically by the name of the university.

UNIVERSITY OF CALIFORNIA, Extension Division, Visual Instruction, 301 California Hall, Berkeley, Calif., B. B. Rakestraw, *asst. dir.*

Makes available Chronicles of America Photoplays, films on science, geography, history, hygiene and physiology, agriculture, literature, industry, business, etc.; has library of 330 subjects in 16 mm. size, 650 subjects in 35 mm. size, and 4,000 slides; lends films to organizations in bordering states, rentals range from \$.50 to \$2.50 a reel for one day's use, and from \$1 to \$2.50

a set for one week's use; films lent to schools, organizations, and individuals; for further information concerning program of Division, see University Extension.

UNIVERSITY OF CHICAGO, University of Chicago Press, Chicago, Ill., Donald Bean, *mgr.*

Producing educational talking motion pictures to be used as integral part of new educational plan of University; four films now available: The Molecular Theory of Matter, Electrostatics,

Energy and Its Transformations, Oxidation and Reduction; similar talking picture courses of twenty films each are planned for biological sciences, social sciences, and humanities; physical science series, now in preparation, to include twenty films when completed; films issued in 16 mm. sound-on-disc and 35 mm. sound-on-film; films available to other colleges, schools, and adult study groups; printed outline for study in pamphlet form accompanies each film.

UNIVERSITY OF COLORADO, Bureau of Visual Instruction, Extension Division, Boulder, Colo., Lelia Trolinger, *sec.*, *bureau of visual instruction.*

Supplies both 35 mm. and 16 mm. silent motion picture films, lantern slides, and filmstrips including Chronicles of America photoplays, several Eastman films, miscellaneous educational and commercial films, and large group of slides and filmstrips; has library of approximately 150 35 mm. films and 10,000 slides; also 500 16 mm. films (combined service for Colorado and Kansas); for enrollment fee of \$10, lends schools as many glass lantern slides of industrial and scenic subjects as desired during school year; lends slides anywhere within reasonable distance at rental of 20 for \$.50 and sets varying from \$.50 to \$2, without payment of enrollment fee, films and filmstrip rentals vary with number used, type of enrollment, and with subject matter of films; films borrowed by churches, schools, granges, and various clubs, during past year circulated 466 separate bookings of 35 mm. films, 3,972 for 16 mm. films, 13,970 lantern slides and 3,470 filmstrips; for further information about program of Division, see University Extension.

UNIVERSITY OF FLORIDA, Bureau of Visual Instruction, General Extension Division, Gainesville, Fla., Bernice Ashburn, *in charge.*

Lends about 20,000 lantern slides annually to schools, churches, women's clubs, parent-teacher associations, veterans' hospital, furnishes projectors; for further information about program of Division, see University Extension.

UNIVERSITY FILM FOUNDATION, 40 Oxford St., Cambridge, Mass., John A. Haeseler, *dir.*

Non-profit-making institution collaborating with faculty and staff of Harvard University for purpose of developing the motion picture as an instrument of science, art, and knowledge, and to prepare suitable films for use of educational institutions and organizations; has released films on social sciences, biological and natural sciences, the fine arts; films available for purchase in 16 mm. and 35 mm. size, some 35 mm. films for rental, catalog supplied on request.

INDIANA UNIVERSITY, Bureau of Visual Instruction, Bloomington, Ind., Ford L. Lemler, *sec.*

Films on agriculture, biology, history and civics, health, literature, science, geography, travel, etc.; Chronicles of America Photoplays and University of Chicago films available; over 1,000 reels and 30,000 slides; both 16 mm. and 35 mm. films; annual enrollment fee within state of \$5 for use of slides and \$12 for use of films, charge of \$1 per reel or slide set for one day's use; transportation costs plus regular fees charged for use outside state, 15,000 visual units lent to churches, schools, C.C.C. camps, parent-teacher groups, Y.M.C.A.'s, Kiwanis and Rotary clubs, etc. during past year.

IOWA STATE COLLEGE, Visual Instruction Service, Ames, Iowa, H. L. Kooser, *in charge*.

Motion picture library includes Chronicles of America Photoplays, United States Department of Agriculture subjects, University of Chicago sound films, subjects from educational library of Eastman Teaching Films, Inc., and many others, including geographical and scientific topics; library includes 1,500 films, over 300 sets of slides and 150 film slides; furnishes borrowers with projectors only if instruction in operating can be given or if operator is experienced; rates for 35 mm. films: minimum of \$1.50 for one or two reels; for 16 mm. films, minimum of \$1 for one or two reels; fee for lantern slides, \$.75 per set plus postage, and for film slides, \$.25 per subject, plus postage; during past year material supplied for more than 6,000 showings to schools, churches, county agents, Y.M. and Y.W.C.A. groups, parent-teacher associations, community groups, etc.

MASSACHUSETTS DEPARTMENT OF EDUCATION, Bureau of Visual Instruction, Division of University Extension, 217 State House, Boston, Mass., Helen B. Garrity, *sec.*

Supplies Chronicles of America, Eastman Teaching Films, Bureau of Mines, and other films, provides both 16 mm. and 35 mm. sizes; library of 577 reels and 2,570 slides; furnishes borrowers with projectors when desired; lends material outside of state; rental fee of \$1 to \$5 per reel for films and \$.02 per slide, with minimum charge of \$1; 118 films and 100 slides lent to churches, 650 films, 1,260 slides lent to schools, and 100 films and 296 slides lent to other organizations during 1932; for further information about program of Division, see University Extension.

UNIVERSITY OF MINNESOTA, Bureau of Visual Instruction, Minneapolis, Minn., H. B. Gislason, *dir.*

Makes available Chronicles of America, Eastman, Ufa. and Harvard-Pathé films; has library of 700 to 800 reels, 4,000 glass and 200 film slides; 35 mm. and 16 mm. sizes; lends films outside of state when requested; rental charges \$.50 to \$5 a subject per day for films, and \$.75 a set a week for slides; furnishes films to schools, churches, parent-teacher associations, community social gatherings, neighborhood houses, and state hospitals for the insane, deaf, and feeble-minded.

UNIVERSITY OF MISSOURI, Visual Education Service, Columbia, Mo., Margaret Kimes, *sec.*

Has library of 1,800 films, both 16 mm. and 35 mm.; will furnish material outside state; rentals are \$.35 per reel, \$10 for one year's service for films, \$5 for one year's service for slides; schools, parent-teacher groups, churches, farmers' meetings use films, about 2,000 films, 32,887 slides borrowed during 1932-33.

UNIVERSITY OF STATE OF NEW YORK, Visual Instruction Division, State Education Department, Albany, N. Y., A. W. Abrams, *dir.*

Circulates slides in New York State only for use in connection with free instruction, slides on wide range of subjects, including geography, history, literature, biology, and industry; has 14,000 titles; furnishes for nominal sum pamphlets giving descriptive study notes to accompany showings; 1,054,230 slides lent during year 1932-33; charges no fees, but requires borrowers to pay transportation charges both directions; lends slides to universities and colleges, teacher-training institutions, elementary

and high schools, libraries, state institutions, organizations, and individuals.

NORTH DAKOTA AGRICULTURAL COLLEGE, Visual Instruction Service, State College Station, Fargo, N. D., W. C. Palmer, *dir.*

Most of visual material on agricultural subjects; has library of 75 35 mm. films, 200 sets of slides; furnishes borrowers with projectors; does not lend films out of state, rentals are \$.50 per reel and \$.50 per set of slides; farmers' clubs, churches, schools, etc. borrow films.

UNIVERSITY OF OKLAHOMA, Bureau of Visual Education, Department of Public Relations, Norman, Okla., T. M. Beaird, *dir.*

Chronicles of America films, photoplays, and others; has 803 reels, 30,000 glass slides, and 100,000 film slides, 35 mm. films only; furnishes borrowers with projectors in many instances; supplies material to borrowers out of state; rentals range from \$.25 to \$3 per reel per day; \$15 to \$25 per year for slide service; material lent to clubs, colleges, churches, chambers of commerce, etc.

OREGON STATE SYSTEM OF HIGHER EDUCATION, Department of Visual Instruction, Corvallis, Ore., U. S. Burt, *dir.*

Furnishes films and slides on agriculture and home economics, art and architecture, civics and social welfare, geography, history, health, literature, science, and religion; each slide set accompanied by lecture prepared by specialist in particular subject; supplies both 35 mm. and 16 mm. films; has library of 300 films and 770 sets of slides; rental charge for films from \$.25 up; service fee of \$.25 for glass slides; offers free advice to those interested in

visual aid equipment, maintains close contact through correspondence and visits of field representatives with all leading projection companies; experiments with new and special types of equipment to determine its adaptability for use in state, material lent outside of state; 1,259 films and 285 slide sets lent during 1932-33 to churches, lodges, granges, homes, motion picture clubs, parent-teacher associations, communities, Y.M.C.A.'s, etc.; estimated audience at showing of visual material, 280,000.

UNIVERSITY OF WISCONSIN, Bureau of Visual Instruction, Madison, Wis., J. E. Hansen, *chief.*

Supplies films on various educational subjects and for entertainments; provides 600 16 mm. films and 50,000 slides, furnishes borrowers with projectors for entertainment films; rates for films are \$1 per reel and \$.01 per slide, films lent to churches, parent-teacher organizations, luncheon clubs, and to organizations outside of state; about 125,000 slides and 5,000 reels of films lent during 1932-33.

YALE UNIVERSITY PRESS FILM SERVICE, New Haven, Conn., J. Irving Greene, *dir. of distribution.*

Produces The Chronicles of America Photoplays, historic series of motion pictures based on events in American history, made under direction of members of departments of history and education of Yale University, supervised and controlled by a committee of University Council, experts in fields of history and drama aided in formulating outline of series and in checking each film in detail, series of fifteen individual productions released to date, depicting events in American history from Columbus' discovery to meeting of Lee and Grant at Appomattox; films available to groups at reasonable rental fee.

See also following organizations listed under National Organizations:

NATIONAL ACADEMY OF VISUAL INSTRUCTION

NATIONAL SOCIETY OF DAUGHTERS OF THE AMERICAN REVOLUTION

THE RELIGIOUS MOTION PICTURE FILM FOUNDATION

See also the following articles:

LIBRARIES AND ADULT EDUCATION, p. 70.

MUSEUMS IN ADULT EDUCATION, p. 105.

UNIVERSITY EXTENSION, p. 254.

READING LIST

Freeman, F. N. Visual Education. University of Chicago Press, 1924. 388 p.

An elaborate record of the experimental phases of educational films, reporting experiments by F. C. McCluskey, James, Reeder, Hollis, Hoefler, Keith, H. Y. McCluskey, Rolfe, Shaw, Walker, Beglinger, Thomas.

Hollis, A. P. Motion Pictures for Instruction. Century, 1926. 450 p.

A thorough discussion of the motion picture film as a teaching instrument, plus a comprehensive list of educational films. Bibliography.

VOCATIONAL EDUCATION FOR ADULTS

From a legal standpoint adult vocational education would begin at twenty-one years of age, but for practical purposes it includes all types of training given to people who have definitely left school to go to work. This group includes all those in part-time continuation schools, apprentice schools, public and private evening schools, unemployment relief classes, courses for foremen, police colleges, and the like. For the purposes of this article, however, all full-time training is excluded, even when taken by men and women over twenty-one years of age, as is often the case in the professional schools.

In its aggregate a tremendous amount of vocational training is given to adults in one form or another and under a variety of public and private auspices. City, state, and national governments foster extensive programs. Employers' associations and trade unions offer up-grading courses to the workers. Welfare organizations provide opportunities for re-orientation and job preparation. It is possible, in a brief space, to mention only some of the numerous and varied types of training, and to give a few outstanding examples. The extent to which training has been carried on in the adult field is indicated by the fact that approximately five years ago nearly ninety per cent of the trade and industrial programs for which Federal funds were used consisted of part-time and evening work, only about ten per cent of the money being applied to pre-employment day schools. However, with the increasing number of adolescents staying in school the percentage of funds allotted to day schools has gradually increased to about twenty per cent.

The Federal Board for Vocational Education, now a division of the Department of the Interior, Office of Education, reports that in the year ended June 30, 1932, over 400,000 adults were enrolled in evening vocational classes, under state and local supervision, including 89,000 farmers, 159,000 trade and industrial workers, and 152,000 home makers; enrollment of employed youths and adults under state and local programs in part-time classes totaled in the same year 367,000.

The transition from school to work is accomplished through continuation schools. Under the impetus of the Smith-Hughes Law and of a growing conviction of the importance of part-time education, half

the states of the Union have adopted continuation school laws which require at least four hours of school between fourteen and sixteen years of age, and in some cases eight hours between sixteen and eighteen years, with various combinations between these extremes. Wisconsin laws provide for a greater amount of schooling than those of any other state. In that state half-time schooling is required between fourteen and sixteen years of age, and eight hours between sixteen and eighteen. In lieu of the latter, employers may set up apprentice classes in their plants, supervised by the state, in which case the boys have to attend only four hours. To carry out this law there has been erected in Milwaukee the great Milwaukee Vocational School, an outstanding example of the possibility of developing the part-time idea to its fullest. For the younger group the half-time schedule is used not so much for coordination with the work in which the pupil happens to be engaged as for an intensive tryout to help him discover the kind of work he would most like to do and for which he has the greatest capacity.

In New York State there are 130,000 part-time pupils attending continuation schools, and for the most part they are taking tryout or extension courses in the various vocations. The East Side Continuation School in New York City, with its 12,000 pupils, represents a great diversity of endeavor. In addition to the twenty-seven industrial, commercial, and home making occupations taught to the fourteen to seventeen-year-old boys and girls on a part-time basis, a still wider range of opportunity is open to men and women of any age, for the full forty hours a week if they choose to give that much time. As they are all unemployed, and are seeking further training in their occupations, or wish retraining in some other line of work, they usually spend their mornings canvassing the possibilities of obtaining jobs, and spend the afternoons (twenty hours a week) in school. Within the limits of their resources, all fifteen continuation schools in New York City are open to adults on full time.

The compulsory part-time program has been a stimulus to more closely knit coordination of school subject matter with the type of work being done on the job, especially for the older pupils who have opportunity to exercise some degree of skill. Although the number of strictly cooperative pupils (those spending half time in school and half time at work, with the two activities closely coordinated) is still small, the cooperative plan is the most effective kind of vocational education. Some notable examples are the school at Beverly, Massachusetts, cooperating with the United Shoe Machinery Company; the school at Southbridge, Massachusetts, cooperating with the American Optical Company, and

the Lindbergh School in Detroit. During the depression continuation school enrollment has dropped rapidly as young people have found it difficult or impossible to find work. They have remained in full-time school, crowding both academic and trade high schools.

Obviously, the apprentice program is the oldest type of vocational education. When the railroads began to expand and to become a vital factor in our industrial economy, they were confronted with the necessity of training foremen, especially for their maintenance shops, and out of this need grew a new apprenticeship where practical skills were learned in the shop under the supervision of a foreman-teacher, and the related technical information, principally mathematics and drawing, was acquired during four or eight hours a week in the company class room. There has been a great deal of this type of instruction in manufacturing plants and it has been extremely effective. However, economic considerations always control in the conduct of business. The larger concerns that have the resources to carry on an apprentice program find that they do not necessarily exercise a holding power on those they have trained, and that other concerns draw off workers just at the time when they have become really competent.

The interests of young workers seem best met in an arrangement whereby the public assumes the cost of school training and establishes relations with employers which enable the worker to acquire manual skill on the job. Many such apprenticeship programs are effectively being carried on, the school work being done either during the day on the employer's time, or in the evening on the worker's own time. One of the best examples is the Washburne School in Chicago where, in normal times, two thousand boys spend one day of eight hours every other week in related technical instruction in fifteen different trades, principally the metal and building trades. In New York City, apprentices in eleven of the building trades attend evening schools through an arrangement with employers and unions.

The Smith-Hughes Act requires that pupils in all schools for vocational agriculture shall engage in farming under the supervision of their agricultural teachers for a period of at least six months. Even with generally lowered returns from the farm, the labor income amounted in 1931-32 to \$9,400,000. This type of cooperative instruction leads directly to the interest of the more mature farmers, 87,138 of whom attended 2,975 schools for instruction in farm organization and management, soil maintenance and improvement, marketing, and similar subjects.

Curiously enough, evening trade school attendance has been lower

during the period of unemployment when there should be greater opportunity for it. "Experience has shown," reports the Federal Board for Vocational Education, "that such attendance is best during periods of greatest business and industrial activity. Evening classes are organized primarily to provide training which will be of immediate use. Where there is little opportunity to use it, the demand for it decreases. It is probable also that many adults who would ordinarily attend evening classes have enrolled in part-time classes which have been opened to them."

Vocational home making classes for adults enrolled 152,444 women in 1932. Among the subjects most frequently taught are home management, care of children, effective uses of available resources in supplying the material wants of the family, and development of desirable home relationships.

The extent to which evening vocational education for adults may be carried is indicated by the fact that in the New York City industrial area there are twelve local engineering colleges and technical institutes of which nine offer evening instruction, four Young Men's Christian Association evening schools offering technical instruction, twenty-five evening public trade and vocational schools and thirty-three other evening trade and vocational schools. The enrollment in technical subjects reached a peak in 1930 of 12,340 students.

The Young Men's Christian Association and the Knights of Columbus conduct numerous courses for adults. The Young Men's Christian Association alone reports approximately 90,000 students throughout the United States attending colleges of engineering and commerce, law schools, business and technical schools.

Throughout the country, in the more progressive manufacturing and business concerns, there are training programs of great significance. These are planned to give employees the benefit of instruction carried on in close relation to the activities of the job. Courses for apprentices have already been mentioned. These are often supplemented by other important features such as office training courses, foreman training courses, night schools, clubs, and scholarships. The extent to which training of this kind is carried is indicated by the lecture and home study courses which some chain barber shops give to their workers. Physiology and hygiene constitute the major subjects.

On the other hand, employees' organizations have realized the importance of giving members an opportunity to make themselves more efficient. The International Typographical Union conducts extensive

correspondence courses, while the local compositors' union conducts a day school of its own.

Municipal governments have been concerned about the efficiency of at least those workers upon whom protection of life and property depends. They have therefore set up training courses for policemen and firemen. The "police college" in New York City and the firemen's courses in many municipalities are outstanding.

—FRANKLIN J. KELLER, *Director*,
National Occupational Conference.

Following are some of the organizations conducting vocational education programs. The list is arranged alphabetically by state and city.

FRANK WIGGINS TRADE SCHOOL, Los Angeles, Calif., Howard E. Campion, *prin.*

Offers vocational courses for both men and women in day and evening classes, in more than thirty trades.

THE ATLANTA OPPORTUNITY SCHOOL, Board of Education, Atlanta, Ga., Willis A. Sutton, *supt. of school.*

Vocational training provided for working people and for those temporarily unemployed; classes arranged to meet needs of individual students and include evening classes, full-time classes which prepare student for definite semi-skilled or skilled trade, cooperative part-time classes attended by students who work and go to school in alternate shifts; subjects include arithmetic, English, shorthand, sewing, trades, drawing, electricity, sheet metal, etc.

MASSACHUSETTS STATE DEPARTMENT OF EDUCATION, Division of Vocational Education, State House, Boston, Mass., M. Norcross Stratton.

Intensive training course of thirty hours' duration conducted at Worcester, Mass., for twenty-two selected drill masters from fire departments of various cities, at the request of National

Fire Protection Association, Massachusetts Fire Chiefs' Club, Massachusetts Farm Bureau Federation, and affiliated organizations; objective is to develop ability as instructors of firemen by acting as conference leaders in discussions of fire fighting problems, in teaching technical content of fireman's job and in performance of drill evolutions; for further information concerning program of Department see p. 164.

LOWELL INSTITUTE SCHOOL, Massachusetts Institute of Technology, Cambridge, Mass., Charles F. Park, *dir.*

Free evening school for young men under the auspices of the Massachusetts Institute of Technology offering three courses of instruction: mechanical course, electrical course, and building course, instruction given by members of staff of Institute; advanced courses offered graduates and properly qualified graduates of other schools.

HADLEY VOCATIONAL SCHOOL, St. Louis, Mo., F. J. Jeffrey, *asst. supt., in charge, vocational education.*

Day and evening school for adults offering approximately twenty specific vocational courses in industrial and commercial subjects including required ap-

prenticeship courses in building trades, supervised by education committees of trade organizations.

BURGARD VOCATIONAL SCHOOL, Buffalo, N. Y., William P. Kamprath, *prim.*

Open four nights a week for trade extension training for adults in printing trades, automobile mechanics and electrical repair work, aircraft metal and machine work, welding trades, aviation trades, other vocational high schools in city offering similar training in other trades.

EAST SIDE CONTINUATION SCHOOL, Oliver, Oak, and James Sts., New York, N. Y., Franklin J. Keller, *prim.*, on leave of absence, Jacob Simonson, *acting prim.*

Courses open to adults in machine shop, printing, wood-working, Spanish, French, radio, typewriting, beauty culture, home making, maid service, power-machine operating, novelty and hand sewing, garment design, electric wiring, civil service, English for foreigners, English, trade drawing, refrigeration, commercial art, plumbing, mathematics, sheet metal, auto mechanics, jewelry, bookkeeping.

MECHANICS INSTITUTE, 20 W. 44th St., New York, N. Y., Louis Rouillion, *dir.*

Free courses to men and boys employed during the day in architectural drafting, estimating for builders, architectural design, architectural lettering, structural drafting, building superintendence, blue print reading for builders, drafting for ornamental iron workers, drafting for bronze workers, plumbing, sanitation, heating and ventilating, mechanical drafting, lettering for me-

chanical draftsmen, freehand drafting, freehand drawing, applied design, applied design for printers, applied design for jewelers, pen and ink drawing, sketching, arithmetic, algebra, geometry, trigonometry, workshop mathematics, use of slide rules, mathematics for electricians, physics, electricity, alternating currents, radio; total enrollment for all courses, 3,988.

POLICE ACADEMY OF THE POLICE DEPARTMENT OF THE CITY OF NEW YORK, Police Headquarters Annex, 400 Broome St., New York, N. Y., John F. O'Ryan, *police com.*, 240 Centre St.

Curriculum includes all typical aspects of police work, identification, detection and conviction, diagnosis, prognosis, prevention, and therapy; designed to encourage careful objective study of facts.

ROCHESTER ATHENAEUM AND MECHANICS INSTITUTE, 55 So. Plymouth Ave., Rochester, N. Y., F. V. Woodward, *sec. to the pres.*

Development work being done in two fields: personnel system being expanded to make guidance continuous and increasingly effective; curriculum design procedure used through which objective, activity analyses and testing program are employed to motivate student and coordinate instruction.

STATE SCHOOL OF SCIENCE, Wahpeton, N. D., E. F. Riley, *pres.*

Day and evening trade school offering courses throughout entire year for which there is sufficient demand; about fifteen trade courses given, including commercial subjects, offers courses of three, six, nine and twelve months' duration.

FENN COLLEGE AND NASH JUNIOR COLLEGE, 2200 Prospect Ave., Cleveland, Ohio, C. V. Thomas, *dir.*

College includes Day Cooperative School of Engineering, Day Cooperative School of Business Administration, Evening Division with six-year professional courses, three-year vocational junior college courses in business and in mechanical engineering, structural and civil engineering, etc., and many practical unit technical courses; Nash Junior College offers equivalent of first two years of liberal arts with emphasis on guidance, orientation, present-day problems; also maintains Day and Evening Preparatory Division; day colleges use co-operative plan, with students alternating work and classes on five-week schedule, in order to maintain close relationship between occupation and education; approximately 800 day students and 1,300 evening students.

EMPLOYEE TRAINING PROGRAM, Columbus, Ohio, E. L. Heusch, *supv. of industrial education.*

Employee training for workers in industry, established in over eighty centers of state under auspices of State Board for Vocational Education; all classes under public supervision and control even though actual instruction is given in plants for skilled workers employed by local boards; training given in textile and paper mills, machine shops, oil refineries, and factories producing furniture, shoes, sporting goods, radios, and musical instruments.

THE FRANKLIN INSTITUTE OF THE STATE OF PENNSYLVANIA, 15 So. Seventh St., Philadelphia, Pa., Howard McClenahan, *sec. and dir.*

Organized in 1824 for promotion of mechanic arts; sponsors lectures and meetings; maintains technical library;

issues monthly journal; attendance, 1,500.

WISCONSIN INDUSTRIAL EDUCATION, Madison, Wisc., E. E. Gunn, Jr., *state supv.*

State-wide program of adult trade extension training including training in vocational schools of thirty cities in barbering, carpentry, electricity, foremanship, furniture, painting and decorating, plumbing, pulp and paper manufacturing, and sales work; itinerant instructors work directly with apprentices in industry in each of towns visited and these apprentices attend vocational schools for related instruction; instructor teaches journeymen from community and nearby territory in trade extension courses; each of cities in circuit has vocational school which serves needs of specific vocational training for community on both day and night school bases.

MILWAUKEE VOCATIONAL SCHOOL, 1015 No. Sixth St., Milwaukee, Wisc., R. L. Cooley, *dir.*, W. F. Rasche, *prin.*

Academic and vocational courses for adults in day and evening classes; vocational courses, both preparatory and occupational extension in character, given in commercial, home making, and industrial fields, ranging from two weeks to six years; continuous cooperation with representatives of labor and management maintained in order to keep curriculum abreast of changes in industry; 9,759 enrolled in day school, 7,675 in evening school.

See also the following organizations listed under National Organizations:

NATIONAL OCCUPATIONAL CONFERENCE
NATIONAL PERSONNEL SERVICE

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

SOUTHERN WOMEN'S EDUCATIONAL ALLIANCE

UNITED STATES DEPARTMENT OF INTERIOR, OFFICE OF EDUCATION

Also the following related articles:

ADULT EDUCATION UNDER PUBLIC SCHOOL AUSPICES, p. 158.

SPECIAL SCHOOLS AND INSTITUTES FOR ADULTS, p. 216.

TRAINING BY CORPORATIONS, p. 231.

VOCATIONAL GUIDANCE OF ADULTS, p. 288.

VOCATIONAL REHABILITATION OF PHYSICALLY HANDICAPPED ADULTS, p. 294.

BIBLIOGRAPHY

American Vocational Association. Adult Education Bulletin No. 1. Minneapolis, Minn., 1928. 70 p.

A preliminary report outlining some of the main issues and features of the problem of adult education and its relation to vocational educa-

tion. Includes an analysis of the public library in adult education.

Evans, O. D. Educational Opportunities for Young Workers. Macmillan, 1926. 380 p.

Deals mainly with continuation and evening high schools. These schools adapt themselves to the expressed desire of their students and stress vocational training, social-civic relations, health, and culture in the order named.

Lee, E. A., ed., Objectives and Problems of Vocational Education. McGraw-Hill, 1928. 451 p.

Chapters written by men and women who speak with authority in this field.

Vocational Survey Commission. Vocational Education and Guidance in New York City. Report No. 1. New York City Board of Education, 1932. 90 p.

A report of progress and a statement of policies of the New York Commission that successfully combines the two aspects of the complete problem of vocational adjustment.

VOCATIONAL GUIDANCE OF ADULTS

Much adult education is vocational. If directed toward occupations already overcrowded or occupations for which the individual has not the requisite physical or mental ability, a great deal of it is likely to be wasted. Hence the interest of adult educators in vocational guidance.

The tendency among corporations to reduce overhead by means of mergers has resulted not infrequently in the discharge of older workers. The growing practice among corporations of refusing to employ persons over forty years of age threatens to leave such persons permanently unemployed unless they can be adjusted to new occupations. Hence the interest of society at large in the vocational guidance of adults.

Adult vocational guidance is offered by evening vocational schools which employ vocational counselors; by clinics maintained by the Young Men's Christian Association and other social agencies, often in cooperation with employment offices; and by consulting psychologists. The procedures usually include one or more (seldom all) of the following: physical and psychological examinations, counseling, instruction in occupational opportunities, instruction in how to get a job, placement, and follow-up. One axiom accepted by practically all is that the counselor should relieve no individual of the responsibility of making his own decision. The reputable vocational guidance worker, therefore, does not truly "guide"; he provides information but insists that the individual make his own choice. Numerous charlatans operate in the field. The astrologers, palmists, graphologists, phrenologists, and character analysts still offer to prescribe the right occupations for all who will pay their fees. Some call themselves psychologists, and may be confused with reputable consultants.

Aptitude tests and vocational interest blanks are the most recent devices employed in the attempt to diagnose individual differences in occupational fitness. Aptitude tests have been devised for several occupations. Although they give promise of great future usefulness, they are still largely experimental and of doubtful validity except in the case of those who make extremely high or low scores. The interest blanks aim to compare the interests of the individual with those of successful people engaged in various occupations. In the hands of skilled psycholo-

gists such devices may prove useful tools, not so much for what they prove as for what they suggest; in the hands of laymen they are likely to be worse than useless because of the many false conclusions which may be drawn from them by one who does not understand their limitations.

The problem is further complicated by the great number of occupations and by the absence of adequate, accurate information concerning them. The United States Census of 1930 reports more than 25,000 occupational designations, which it classified in 557 groups. Some of them have been carefully studied and the opportunities in them described in various publications. Others appear never to have been the subject of investigation. Bibliographies are limited in scope. There has been no central source from which counselors and others could obtain complete information regarding the available material on any occupation, or to which they might look for an aggressive program of occupational studies and research. In many cases rather mediocre material has been prepared by persons of excellent intentions but inadequate resources. The rapidity with which occupations change makes the problem still more difficult. The best informed counselor can not predict when some unanticipated invention will throw hundreds of men and women out of work. The complexity of the problem and its great social importance make the most careful study of possible solutions imperative. To undertake and encourage such study the American Association for Adult Education has recently organized the National Occupational Conference, described on p. 337.

Nearly every professional association and labor union is concerned about the vocational readjustment of its own members, and the vocational guidance of those who seek to enter the occupation. Several have published bulletins describing occupational opportunities in their own fields. They speak with the authority of intimate knowledge and make accessible much valuable information. Their estimates of supply and demand have been received with some skepticism since an inquiring economist revealed that virtually every occupational group which has made a study has reported its own field greatly overcrowded.

Many national organizations, whose primary interests lie in other fields, are partially concerned with the vocational guidance of adults. Among these may be mentioned the American Association of University Women, the American College Personnel Association, and the American Council on Education, all of whom are interested in the vocational adjustment and readjustment of college graduates; the American Fed-

eration of Labor, through the Workers Education Bureau of America; the American Foundation for the Blind, which conducts a campaign designed to open more occupations to the blind, and endeavors to convince employers that blind people can do satisfactory work in many occupations; the American Library Association, whose Board of Education for Librarianship has made studies of librarianship as a profession and whose constituent members are continually being called upon by the public to recommend books on vocational guidance; the American Vocational Association, which devotes part of its annual convention to guidance problems; the Federal Board for Vocational Education, now a division of the Department of the Interior, Office of Education, which publishes a great deal of occupational information; the National Council of Jewish Women, which provides a special officer to encourage and assist in the development of vocational guidance work for Jews; The National Education Association, which encourages study of the problem through many of its departments; the National Federation of Business and Professional Women's Clubs, which has studied the earnings of women; the National Research Council, which has published pamphlets describing opportunities for careers in research; the National Urban League, which seeks better opportunities for Negroes; the Society for the Promotion of Engineering Education, which has made exhaustive studies of engineering as a vocation and has published several reports; the Southern Woman's Educational Alliance, which has developed guidance programs in rural areas; the United States Office of Education, through its specialist in adult education; the Y.M.C.A. and Y.W.C.A., which have been mentioned above.

—ROBERT HOPPOCK, *Assistant to the Director*,
National Occupational Conference.

An organized local program for the vocational guidance of adults is rarely found. A few, that have been pioneers in the field, are described below. They are listed alphabetically by state and city.

BUREAU OF VOCATIONAL SERVICE, 426
South Spring St., Los Angeles, Calif.,
Winifred M. Hausam, *ex. dir.*

Free vocational counsel to women in all occupations; placement service, specializing in professional and business vacancies; work with special cases carried out in cooperation with other social agencies, emphasis upon occupational re-

adjustment; supported by Community Chest and individual subscriptions.

PASADENA VOCATION BUREAU, 314 East
Union St., Pasadena, Calif., Winifred
M. Hausam, *ex. dir.*

Free vocational counseling and placement for girls and women; supported by Community Chest and individual subscription.

WESTERN PERSONNEL SERVICE, 30 North Raymond Ave., Pasadena, Calif., Winifred M. Hausam, *dir.*

Organized specifically to meet basic needs in vocational guidance for adults in Western states; serves as center for coordinating occupational research, as institute for improving personnel methods in educational and social service organizations, and as service bureau for community employment planning; provides educational institutions with current information on occupational changes, training opportunities, and placement outlets; offers social agencies professional assistance in developing vocational counseling and placement, provides technical assistance for community employment planning; supported by institutional memberships and individual sponsors.

WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION, 264 Boylston St., Boston, Mass., Lucy O'Meara, *dir.*, *appointment bureau.*

In addition to placement service offers free vocational information and counseling; publishes pamphlets on occupational information for women and on results of research in this field; cooperates with deans and appointment officers of colleges; staff members on request visit colleges, schools, other organizations, and give information about occupational opportunities for women.

YOUNG MEN'S CHRISTIAN ASSOCIATION, Boston, Mass., Wilman E. Adams, *gen. sec.*

Five lectures on vocational adjustment, battery of seven tests, group conferences with local business men, physical examination, counseling with volunteers who have had four one-hour training periods in counseling technique; fee one dollar.

THE PROSPECT UNION EDUCATIONAL EXCHANGE, 678 Massachusetts Ave., Cambridge, Mass., William F. Stearns, *dir.*

Provides educational guidance, assisting men and women in finding the opportunities which will best meet their needs; gives vocational information to help individual determine his fitness for various occupations; issues impartial reports on educational opportunities for adults in Greater Boston, assuring protection against fraudulent or incompetent schools; publishes: *Educational Opportunities of Greater Boston*, issued annually; *Recreation in and about Boston*, *Opportunities for Scientific Analysis in Guidance in Greater Boston*.

MINNESOTA PUBLIC EMPLOYMENT OFFICES, under the direction of the Tri-City Committee on Employment Stabilization, University of Minnesota, Minneapolis, Minn., William T. Stead, *ex. sec.*, *Tri-City Committee.*

Conducts research on occupational trends; offers free testing, guidance service and placement to applicants in Minneapolis, St. Paul, and Duluth; cooperates with relief agencies, employee organizations, etc., to bring about improvements in occupational adjustment of citizens in three cities.

PLACEMENT SERVICE FOR HANDICAPPED PEOPLE, 208 Citizens Aid Bldg., Minneapolis, Minn., John W. Curtis, *sec.*

Advises handicapped people concerning suitable work and refers candidates for placement to appropriate training courses; service originated and administered for purpose of aiding handicapped in securing suitable employment where native capacity, trained ability, and personality enable them to compete on economic basis with so-called normal or

able-bodied workers; analyzes job with respect to individual worker.

UNIVERSITY TESTING BUREAU, University of Minnesota, Minneapolis, Minn., E. G. Williamson, *dir.*

Organized primarily to serve university students, but is authorized to provide occupational testing and guidance service for adults at small fee.

WOMAN'S OCCUPATIONAL BUREAU, 118 South Eighth St., Minneapolis, Minn., Katherine Woodruff, *dir.*

Free vocational counseling and placement to girls and women in all professions and occupations, in 1932, 11,546 individuals were given 30,178 office interviews, 1,427 placed in paying positions, and 788 destitute and deserving girls given opportunity of supporting themselves by part-time work in experimental club house operated by Bureau; publishes booklets on nursing, social work, physical education, library work, advertising and public relations.

ADJUSTMENT SERVICE, 17 East 42nd St., New York, N. Y., J. H. Bentley, *dir.*

Seeks to help men and women previously maladjusted vocationally or who, because of changing conditions, will be unable again to procure employment in former occupations to find field of work suited to their abilities and interests, in which there is some probability of securing employment; also tries to help these persons enter some program of education or training to fit themselves for new field of work; staff of unemployed persons, after intensive training period, gives, scores, and interprets standardized tests, and counsels applicant; collects information on occupational trends, educational and avocational opportunities in New York City;

offers free vocational, avocational, and educational counseling to unemployed adults.

SCHOOL OF EDUCATION, New York University, Washington Sq., New York, N. Y., Anna Y. Reed, *in charge, adult education course.*

In cooperation with the National Personnel Service offers courses on counseling, guidance, and personnel service, for educational and vocational counselors, club leaders, social workers, etc., courses deal with all phases of counseling including those which carry over into the adult field, counseling for character and personality development as well as for vocational guidance.

VOCATIONAL GUIDANCE CLINIC, Psychological Clinic, University of Pennsylvania, Philadelphia, Pa., Mildred Sylvester, *dir.*

Staff of psychologists considers written requests for examination from adults, clinic undertakes examination and counseling of those whose problems lend themselves to treatment by available methods.

See also the following organizations listed under National Organizations:

AMERICAN COLLEGE PERSONNEL ASSOCIATION

AMERICAN COUNCIL ON EDUCATION

AMERICAN VOCATIONAL ASSOCIATION

FEDERAL BOARD FOR VOCATIONAL EDUCATION

INSTITUTE OF WOMEN'S PROFESSIONAL RELATIONS

NATIONAL OCCUPATIONAL CONFERENCE

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

PERSONNEL RESEARCH FEDERATION

ROTARY INTERNATIONAL

SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE

UNITED STATES DEPARTMENT OF INTERIOR, OFFICE OF EDUCATION
YOUNG MEN'S CHRISTIAN ASSOCIATION
YOUNG WOMEN'S CHRISTIAN ASSOCIATION

And the

EMPLOYMENT STABILIZATION RESEARCH INSTITUTE, p. 245.

Also the following articles.

TRAINING BY CORPORATIONS, p. 231.
VOCATIONAL EDUCATION FOR ADULTS, p. 280.
VOCATIONAL REHABILITATION OF PHYSICALLY HANDICAPPED ADULTS, p. 294.

READING LIST

Allen, Frederick James. Practice in Vocational Guidance. McGraw-Hill, 1927. 306 p.

Reprints of magazine articles on the assembling and disseminating of occupational information, tests and measurements, placement and follow-up.

Allen, F. J. Principles and Problems in Vocational Guidance. McGraw-Hill, 1927. 390 p.

Includes reprints of eleven articles on vocational guidance in colleges.

American Council on Education. Measurement and Guidance of College Students. Baltimore, Williams and Wilkins, 1933. 199 p.

A report of the Committee on Personnel Methods; discusses record cards, achievement tests, personality measurement, vocational monographs and character development.

Kitson, Harry D. How to Find the Right Vocation. Harper, 1921. 202 p.

The technique of vocational guidance reduced to simple terms for the lay reader; sane and readable.

VOCATIONAL REHABILITATION OF PHYSICALLY HANDICAPPED ADULTS

Successful rehabilitation work involves the practice of the best principles of vocational guidance that have thus far been developed. One must not be contented with the mere giving of advice, but must follow through to the point at which the handicapped person can satisfy society that he is able to function as a self-supporting member.

During the last twenty years the laws governing workmen's compensation have been developed sufficiently to give the injured workman reasonable assurance that he will be supported financially during the period of convalescence and that to some extent his loss of earning capacity through disability will be offset over a limited period of time by the payment of compensation. Benefits from such laws are short lived, however, unless a way is found to help the individual to return to employment from which he can earn a livelihood. Satisfactory vocational rehabilitation, therefore, becomes a most desirable social and economic objective.

Statistics are available at the Federal Board for Vocational Education, now a division of the Department of the Interior, Office of Education, in Washington and in every State Rehabilitation Bureau showing the economic and social values involved in rescuing men and women from the possibility of becoming dependent and nonproductive by helping them to become useful, independent, and capable of supporting themselves and their families. A bulletin issued in January, 1933, by the Federal Board for Vocational Education shows that 298,000 persons in the United States become permanently disabled each year through accident and disease. One in every five of this number, or approximately 79,000 men and women, will be unable to return to his job or to enter his chosen vocation. Many handicapped persons are unable of themselves to reestablish themselves in remunerative employment. The same bulletin presents figures which justify vocational rehabilitation work economically. Experience has shown that rehabilitation of the individual is effected at an average cost of less than \$300. To maintain a dependent person at public expense costs from \$300 to \$500 a year. The average age of rehabilitated persons is thirty-two years. At this age the average work-life expectancy is thirty-six years. The weekly wage of the re-

habilitated person frequently exceeds his wage prior to his injury. Frequently the increased earning capacity of the rehabilitated person during the first year after his rehabilitation exceeds the cost of rehabilitation. These facts prove the contention of authorities that this work is not a charitable undertaking but rather an enterprise satisfying all the conditions of a sound economic investment. It is a necessary part of the rapidly growing movement looking to the education and reeducation of adults to meet changing economic conditions.

In 1920 the Congress of the United States passed an act, first known as the Industrial Rehabilitation Act, and later as the Civilian Rehabilitation Act, which provides for promotion by the Federal Government of vocational rehabilitation of certain persons disabled in industry or otherwise incapacitated. This act does not provide for direct organization or immediate provision of vocational rehabilitation by the Federal Government, but it does provide financial assistance to the states, which, in turn must assume direct responsibility within their jurisdictions for the rehabilitation of individuals. The act of 1920, operative for four years, has been amended periodically since that time to extend the provisions and benefits of the original act. Up to the present time forty-five states have accepted the provisions of the Federal act and are now carrying on rehabilitation programs. In most states the work comes under the supervision of the State Board for Vocational Education.

In carrying through a rehabilitation program with the individual, the case method is used, for the work can not be done in groups. Each disabled person presents his own set of needs. The problems of each must be analyzed and studied independently and intensively. The procedure accepted by State Rehabilitation Bureaus and some of the private organizations engaged in rehabilitation work includes the following separate and distinct steps: survey including complete analysis of all influencing factors; decision as to suitable vocational objective; preparation, when necessary, for the job selected; supervision during the entire period of rehabilitation; placement in employment; and follow-up in employment until reasonable permanency of employment is assured.

Mention should be made also of the many social and welfare organizations throughout the country of both private and public nature, which are carrying on rehabilitation work independently and in cooperation with state and Federal bureaus. Some of these national organizations are listed below.

—EDGAR B. PORTER, *Rehabilitation Assistant*,
Rehabilitation Bureau, New York State
Education Department.

As the procedure adopted by state rehabilitation bureaus in all cases follows the outline given above, to avoid unnecessary repetition no notes are appended to the directory of state bureaus which follows:

- ALABAMA STATE REHABILITATION BUREAU, State Capitol, Montgomery, Ala., E. H. Gentry, *supo.*
- ARIZONA STATE REHABILITATION BUREAU, Arizona State Bldg., Phoenix, Ariz., H. V. Bene, *supo.*
- ARKANSAS STATE REHABILITATION BUREAU, State Capitol, Little Rock, Ark., Ashley S. Ross, *supo.*
- CALIFORNIA STATE REHABILITATION BUREAU, State Library Bldg, Sacramento, Calif., H. D. Hicker, *chief.*
- COLORADO STATE REHABILITATION BUREAU, State Agricultural College, Fort Collins, Colo., Dorsey F. Richardson, *supo.*
- CONNECTICUT STATE REHABILITATION BUREAU, Room 319, 165 Capital Ave., Hartford, Conn., E. P. Chester, *supo.*
- FLORIDA STATE REHABILITATION BUREAU, State Capitol, Tallahassee, Fla., Claude M. Andrews, *supo.*
- GEORGIA STATE REHABILITATION BUREAU, State Capitol, Atlanta, Ga., Roland Bower, *supo.*
- IDAHO STATE REHABILITATION BUREAU, State Capitol, Boise, Idaho, Mile T. Means, *supo.*
- ILLINOIS STATE REHABILITATION BUREAU, 406 Centennial Bldg., Springfield, Ill., Russell R. Clark, *supo.*
- INDIANA STATE REHABILITATION BUREAU, State House, Indianapolis, Ind., Slater Bartlow, *supo.*
- IOWA STATE REHABILITATION BUREAU, State Capitol, Des Moines, Iowa, Willis W. Grant, *supo.*
- KENTUCKY STATE REHABILITATION BUREAU, State Capitol, Frankfort, Ky., Homer W. Nichols, *dir.*
- LOUISIANA STATE REHABILITATION BUREAU, Baton Rouge, La., E. G. Ludtke, *supo.*
- MAINE STATE REHABILITATION BUREAU, State Capitol, Augusta, Me., E. E. Roderick, *supo.*
- MARYLAND STATE REHABILITATION BUREAU, 2 E. 25th St., Baltimore, Md., R. C. Thompson, *supo.*
- MASSACHUSETTS STATE REHABILITATION BUREAU, 20 Somerset St., Boston, Mass., Herbert A. Dallas, *supo.*
- MICHIGAN STATE REHABILITATION BUREAU, State Capitol, Lansing, Mich., John J. Lee, *supo.*
- MINNESOTA STATE REHABILITATION BUREAU, Room 331, State Office Bldg., St. Paul, Minn., Oscar Sullivan, *dir.*
- MISSISSIPPI STATE REHABILITATION BUREAU, Old Capitol Bldg., Jackson, Miss., George Armstrong, *supo.*
- MISSOURI STATE REHABILITATION BUREAU, 1706 Olive St., St. Louis, Mo., Julia Alsberg, *supo.*
- MONTANA STATE REHABILITATION BUREAU, State Capitol, Helena, Mont., Leif Fredericks, *agent.*
- NEBRASKA STATE REHABILITATION BUREAU, 110 Plant Industry Bldg., Agricultural College Campus, Lincoln, Nebr., J. R. Jewell, *supo.*
- NEVADA STATE REHABILITATION BUREAU, State Capitol, Carson City, Nev., Marion G. Bowen, *supo.*
- NEW HAMPSHIRE STATE REHABILITATION BUREAU, State Capitol, Concord, N. H., Wallace D. Black, *supo.*
- NEW JERSEY STATE REHABILITATION BUREAU, State Dept. of Labor, Wallach Bldg., Trenton, N. J., Charles R. Blunt, *dir.*
- NEW MEXICO STATE REHABILITATION BUREAU, Central School, Albuquerque, N. M., Margaret M. Lane, *asst. supo.*

NEW YORK STATE REHABILITATION BUREAU, Education Bldg., Albany, N. Y., R. M. Little, *chief*.

NORTH CAROLINA STATE REHABILITATION BUREAU, State Departments Bldg., Raleigh, N. C., H. L. Stanton, *supv.*

NORTH DAKOTA STATE REHABILITATION BUREAU, University Station, P. O. Box BB, Grand Forks, N. D., Edward Erickson, *dir.*

OHIO STATE REHABILITATION BUREAU, 601 State Office Bldg., Columbus, Ohio, Marlow B. Perrin, *chief*.

OKLAHOMA STATE REHABILITATION BUREAU, State Capitol, Oklahoma City, Okla., John Vaughan, *dir.*

OREGON STATE REHABILITATION BUREAU, 400 Salmon St., Portland, Ore., E. E. Bragg, *dir.*

PENNSYLVANIA STATE REHABILITATION BUREAU, 406 South Office Bldg., Harrisburg, Pa., M. M. Walter, *dir.*

RHODE ISLAND STATE REHABILITATION BUREAU, State Capitol, Providence, R. I., Emerson L. Adams, *dir.*

SOUTH CAROLINA STATE REHABILITATION BUREAU, Room 309, State Office Bldg., Columbia, S. C., P. G. Sherer, *supv.*

SOUTH DAKOTA STATE REHABILITATION BUREAU, State Capitol, Pierre, S. D., Mary E. Jamieson, *supv.*

TENNESSEE STATE REHABILITATION BUREAU, New Memorial Bldg., Nashville, Tenn., R. L. Bynum, *supv.*

TEXAS STATE REHABILITATION BUREAU, State Capitol, Austin, Texas, J. J. Brown, *supv.*

UTAH STATE REHABILITATION BUREAU, State Capitol, Salt Lake City, Utah, Mosiah Hall, *supv.*

VIRGINIA STATE REHABILITATION BUREAU, Room 520, State Office Bldg., Richmond, Va., R. N. Anderson, *supv.*

WASHINGTON STATE REHABILITATION BUREAU, State Capitol, Olympia, Wash., J. W. Kelly, *supv.*

WEST VIRGINIA STATE REHABILITATION BUREAU, State Capitol, Charleston, West Va., T. P. Hill, *asst. dir.*

WISCONSIN STATE REHABILITATION BUREAU, State Capitol, Madison, Wisc., W. F. Faulkes, *supv.*

WYOMING STATE REHABILITATION BUREAU, State Capitol, Cheyenne, Wyo., E. F. McGraw, *supv.*

See also the following listed under National Organizations:

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING

AMERICAN FOUNDATION FOR THE BLIND
AMERICAN REHABILITATION COMMITTEE, INC.

BRAILLE INSTITUTE OF AMERICA
FEDERAL BOARD FOR VOCATIONAL EDUCATION

NATIONAL REHABILITATION ASSOCIATION
NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.

UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION.

READING LIST

Anderson, Roy N. The Disabled Man and His Vocational Adjustment. Institute for the Crippled and Disabled, 1932. 102 p.

A study of over 4,000 orthopedic cases classified by specific disability showing results gained in the rehabilitation of disabled persons, in terms of fields of service, stability of employment, and susceptibility to second accidents.

Federal Board for Vocational Education. Vocational Guidance in Rehabilitation Service. Bulletin No. 148, Vo-

cational Rehabilitation Series No. 20, Washington, D. C., Superintendent of Documents, June, 1930.

An analysis of the use of the methods of vocational guidance in rehabilitation work with disabled persons. Contains bibliography.

Sullivan, Oscar M., and Kenneth O. Snortum. Disabled Persons, Their Education and Rehabilitation. Appleton-Century, 1926. 552 p.

Treats of the various phases of rehabilitation service and services relating to rehabilitation.

WORKERS' EDUCATION

Although workers' education is part of the inclusive field of adult education, it has developed around the needs and desires of a particular group—industrial workers. It may be distinguished from adult education in general by the cultural validity which it has placed upon the workers' experience and by its relation to the interests and problems of workers in modern industrial society. Workers' education may be further distinguished by its relation to the labor movement of which it is the cultural expression and upon which it rests. Workers' education has formulated a definite aim, it has evolved a method of instruction appropriate to its task, it has created its own facilities, and it has developed materials to serve the growing needs of the movement.

Worker's education in the United States may be said to have had its inception early in the 19th century, shortly after the first federated movement of wage earners was launched in 1828. Among the first demands of these wage earners were free libraries for the benefit of mechanics and workingmen. In the mechanics' institutes and lyceums, we have the first examples of a technique for the cultural education of wage earners and their children. During the 19th century there was increasing evidence of a desire on the part of wage earners to share in a wider cultural development, and their desire was in the main focused on the development of free public schools.

By the close of the century, however, there was a new direction given to the movement which led to the establishment in New York City of such institutions as the Bread Winners' College and the People's Institute, which sought to bring together the "world of culture and the world of labor." By 1900 the first resident labor college was established in this country at Trenton, Missouri, by the founder of Ruskin College in Oxford, England. Six years later the Rand School of Social Science was organized in New York City under the auspices of the Socialist Party as a school for workers. In 1913, the National Women's Trade Union League established the first training school for women organizers in the city of Chicago. Three years later the International Ladies' Garment Workers' Union set up a permanent educational department and made the first appropriation for the education of its membership. It

represents the pioneer effort on the part of an international union to provide for the education of its members. Projects for the education of workers began to develop sporadically in a few industrial centers and in 1918 the American Federation of Labor appointed a committee to study and report on workers' education. This report was made and adopted at the convention of the Federation the following year.

The modern workers' education movement as a democratic educational movement may be said to have begun in 1921 with the establishment of the Workers Education Bureau of America in April of that year. This Bureau, which was established by a group of teachers and trade unionists, was created to serve as a clearing house of information and guidance for the growing movement of workers' education. The activities of the Bureau are described on p. 345. In June, 1921, the first summer school for women workers was established on the campus of Bryn Mawr College. (For a fuller treatment of this topic see the article on Schools for Women Workers in Industry.) In October of the same year Brookwood opened its doors as the first coeducational resident labor college to train workers to work in the workers' movement. In recognition of the services of the Bureau, the American Federation of Labor adopted a plan providing for the support of the Bureau in part on the basis of a per capita tax of one-half cent per member per year. In 1926 this amount was doubled to one cent per member. Up to the time of the depression approximately one-half of the budget of the Bureau came from trade union sources.

The workers' educational movement in the United States has developed a variety of different techniques for the education of labor. One of these is the study class, composed of from ten to twenty-five members of a single union or a group of unions who meet regularly one evening every week in a union hall, public library, or public school building for a period of ten to twenty weeks, under the leadership of an instructor. The non-resident trade union college is a group of such study classes, linked together somewhat informally under the direction of a board of control, appointed or elected by a central labor union. At one time it was conservatively estimated that thirty thousand workers were studying in these spontaneous informal groups. Exact figures are not possible to obtain at present, but the number is probably less than that now as a result of the depression.

Another form of educational enterprise is the resident labor college. In addition to Brookwood, already mentioned, Commonwealth College was established at Mena, Arkansas, in 1925 as a non-sectarian, non-factional school for workers. The college, which is coeducational, is located

in a cooperative community in which provision is made for regular work by means of which students may earn their maintenance. The number of students has averaged about thirty-five each year, and both a three-year course and a one-year labor course are provided. The Vineyard Shore School for Women Workers in Industry, a residence school, is described in the article on Schools for Women Workers in Industry.

The workers' education movement has developed several other activities, which are indigenous both to this country and to the development of the labor movement. Among these are labor institutes, week-end conferences, and art workshops. Labor institutes have been set up at state universities under the joint auspices of state universities and the several state federations of labor. The initial effort was at Rutgers University—the state university of New Jersey—in 1931. The institute lasts for five days and is focused upon a single labor problem. The worker students are either sent by their local unions or pay their own expenses, which are nominal in amount. Similar institutes of equal or shorter duration have been held in a half-dozen other sections of the country, in cooperation with the state federations of labor, with marked success. Annual labor institutes are also held under the auspices of the National Women's Trade Union League.

Week-end conferences are called by workers' educational groups or labor unions in industrial centers to consider labor questions, and have proved useful media for the consideration of economic problems. An effort is made to secure the point of view of both employers and employees at these conferences. Four sessions are held on Saturdays and Sundays, with a summary at the close to bring the discussion to a focus. The Labor Chautauqua has similarly provided a new use for an old American institution, combining as it does entertainment and education. It has been employed effectively in isolated mining communities. Art workshops have been established in Chicago, New York, and other cities. The first, in New York City, was inaugurated in 1929 to provide an opportunity for leisure-time activities for women workers engaged in monotonous occupations, and has more than justified its promise. (See p. 37 for a detailed description of the work of the shop.) While these art workshops represent a departure from the customary forms of workers' education, they derive their impetus from the cultural desires of industrial workers.

The only survey of workers' education courses offered in this country was that made by the Workers Education Bureau of America, covering the period from 1920 to 1927, the results of which were published in 1929 under the title, *What Do Workers Study?* The report, which

covered all types of workers' education referred to in this article, showed that 1,277 courses were being given in the following subjects: language and expression, economics, sociology, labor and trade unionism, psychology, politics, government law, history (other than labor and economics), the arts, science and mathematics, health, women's interests, geography, and philosophy.

A study of the effect of workers' education upon the later activities of student workers was undertaken in the years 1926-1927 by the Bryn Mawr Summer School under a grant from the Carnegie Corporation.

The modern workers' education movement completes in 1933 twelve years of activity which is appropriately focused at the National Convention of the Workers Education Bureau of America. In these twelve years it has evolved from a vague aspiration into a tangible movement; it has a respectable past achievement; it has a future bright with promise.

—SPENCER MILLER, JR., *Secretary*,
Workers Education Bureau of America.

Following are examples of some of the adult education activities being conducted by or for workers' groups. The list is arranged alphabetically by state and city.

COMMONWEALTH COLLEGE, Mena, Ark.,
Charlotte Moskowitz, *ex. sec.*

"Non-factional, non-sectarian school, encouraging its students to cooperate with their fellows in those various economic, political, and cultural activities which may be inclusively described as the labor movement"; believes in new type of education to help men and women improve their lot as workers and build a better social order; two-year curriculum includes labor orientation course, courses in social studies, research or field projects under individual faculty supervision; students and teachers active in organizing educational activities in locality surrounding college; 55 students enrolled.

SKYLINE, Rich Mountain, Ark., William E. Zeuch, *ed. dir.*

A resident camp school for adults; school year divided into quarters of twelve weeks each, first two devoted to

supervised study, last two to reading and research; courses include mathematics, modern literature, English, history of civilization, fifteen hours manual work weekly required of all students.

THE DEPARTMENT OF WORKERS' EDUCATION, 301 California Hall, Berkeley, Calif., J. L. Kercehn, *dir.*, *workers' ed.*

Department administered by Joint Committee on Workers' Education representing State Federation of Labor and Extension Division of University of California; educational work conducted by means of classes, correspondence courses, lectures, discussion, reading, etc.; study classes, usually free, formed in local unions throughout state; six to eight weeks' courses planned and administered by Department of Workers' Education in labor history and law, economic problems of worker, unemployment problems, etc.; Department

conducts week-end conferences and summer schools (see Occidental College below).

SUMMER SCHOOL FOR INDUSTRIAL WORKERS, Occidental College, Los Angeles, Calif., Lucy Adams, *dir.*

Managed by California Association for Adult Education with the cooperation of the Board of Trustees of Occidental College, the Extension Division of the University of California, Scripps College, the State Federation of Labor of the State of California, and other groups; "provides opportunity for workers in industry to study the social and economic problems of present-day industrial society, to train themselves in clear thinking, and to develop a desire for study as a means of understanding and enjoyment of life", courses offered in American history, English, literature, economics, and government; opportunity for work in art and dramatics, physical training and swimming; admits both men and women having three years of wage-earning experience, and at least sixth-grade education, limited number of scholarships available to women.

THE DENVER LABOR COLLEGE, 210 W. 13th Ave., Denver, Colo., John R. Lawson, *dean*.

Open to public and every member of organized labor; unions support college; classes two evenings a week in public speaking, parliamentary law; history of American labor movement, etc.; forum one evening a week; nominal fee for courses; no tuition for unemployed.

WOMEN'S TRADE UNION LEAGUE, New Bedford, Mass., Sarah Burches, *dir.*

Affiliated with American Federation of Labor; offers yearly educational program to provide training of students drawn from industrial groups in New

Bedford; 1933-34 program includes classes in labor history, government, and social psychology.

FARMER-LABOR EDUCATIONAL BUREAU, Labor Temple, St. Paul, Minn., W. H. Pusch, *sec.*

Outgrowth of cooperation between various farmer and labor groups; classes are devoted to mutual problems.

LABOR INSTITUTE, Rutgers University, New Brunswick, N. J.

Three- to five-day institute, conducted by University in cooperation with New Jersey Federation of Labor and Workers Education Bureau, held annually during summer; lectures and discussion forums on some general topic such as labor and world economic problems; registration, 1933, included 75 workers from 38 different trades within state.

BROOKWOOD LABOR COLLEGE, Katonah, N. Y., Tucker Smith, *pres.*

Six months' residence course which trains workers for more effective activity in the labor movement; College provides experienced teachers for local study groups; helps start local classes; prepares pamphlets and books written specially for workers; conducts labor chautauqua which tours industrial centers; holds institutes at Brookwood and in industrial centers during spring and summer.

LABOR TEMPLE SCHOOL, 242 E. 14th St., New York, N. Y., G. Francis Beck, *dir.*

Offers industrial workers opportunity for study and education at nominal fee; conducts classes nightly, except Saturdays, in literature, philosophy, history, psychology, art, dancing, economics; no vocational classes; staff members and

speakers from other organizations conduct "Our Own Times Forum" weekly on Thursday evenings; enrollment, all classes, 35,000.

NEW YORK WOMEN'S TRADE UNION LEAGUE, 247 Lexington Ave., New York, N. Y., Bertha R. Paret, *sec.*

Yearly educational program prepared after consultation with students and instructors to provide training desired by students drawn from industrial groups mainly in New York City; 1932-33 program included social philosophy, public speaking, courses in labor movement, current events, imperialism, modern literature, pottery, workers' dance theater; publishes *Monthly Bulletin* for members, membership, 600.

RAND SCHOOL OF SOCIAL SCIENCE, 15 E. 16th St., New York, N. Y., Jacob Bernstein, *sec.*

Non-resident school offering instruction in modern socialism; provides socialists with facilities for study to make them more effective workers in and for the movement; evening courses in current events, music appreciation, sociology, leadership training, Russian, contemporary civilization, etc.

AMALGAMATED CLOTHING WORKERS, Y.W.C.A., Cincinnati, Ohio, Matilda Lobrum, *sec.*

Most of educational work conducted through discussions, lectures and forums, in connection with trade union meetings and trade union problems; class led by worker who has attended Bryn Mawr Summer School.

WOMEN'S TRADE UNION LEAGUE, 3310 No. Fairhill St., Philadelphia, Pa., Edith Stern, *pres.*

Affiliated with American Federation of Labor; offers yearly educational pro-

gram to provide training of women workers from industries in Philadelphia; 1933-34 program includes classes in labor problems, economics, current events, and organization problems.

LABOR COLLEGE, 454 Center Ave., Reading, Pa., Raymond V. Mood, *dir.*

Conducted for purpose of helping workers to understand their problems in shops and factories, instructors selected from Reading School District teachers or approved by city Director of Evening Schools; School District exercises general supervisory powers, classes held two evenings a week in high school building; courses 1933-34 include The New Deal, Economic and Social History of the United States up to the Civil War, History of the Labor Movement, etc., payment of fee of \$3 entitles student to enroll in any or all courses.

HIGHLANDER FOLK SCHOOL, Monteagle, Tenn., Myles Horton, *dir.*

Five months' resident course offered to limited number of workers or students interested in labor problems; courses in labor economics, sociology, psychology, geography, and Revolutionary literature; evening classes; also year-round community program consisting of workers' classes, music, dramatics, library service, and recreation; regular courses supplemented by individual conferences and study of industrial conflicts; attendance, 15.

See also the following agency listed under National Organizations:

WORKERS EDUCATION BUREAU OF AMERICA

And the following article:

SCHOOLS FOR WOMEN WORKERS IN INDUSTRY, p. 306.

READING LIST

Curoe, P. R. V. *Educational Attitudes and Policies of Organized Labor in the U. S.* Teachers College, Columbia University, 1926. 201 p.

Survey of the labor unions' aims for education. Contains criticisms and a constructive program. Of interest in connection with the history of workers' education in America.

Hader, J. J., and E. C. Lindeman. *What Do Workers Study?* Workers Education Bureau Press, 1929. 66 p.

An analysis of the content of workers' education in the United States and Great Britain for the years 1920 to 1927 inclusive, with some comparative notes on workers' education in Germany.

Hansome, Marius. *World Workers' Educational Movements.* Columbia University Press, 1931. 594 p.

The author draws parallel evidence from different countries and includes institutions with cooperative emphasis, those with trade-union emphasis, with political emphasis, cultural emphasis, and integrative emphasis. Includes chapters on the problems of workers' education and the social implications

Hodgen, M. T. *Workers' Education in England and the United States.* Dutton, 1925. 312 p.

The development of workers' education in England and the United States from 1750 to 1925. The author seeks to establish the position that workers' education is a discipline for a specific purpose, that is, to teach the social sciences to men and women who seek to use that knowledge for class, and possibly for social, advancement.

SCHOOLS FOR WOMEN WORKERS IN INDUSTRY

The first of the schools for women workers in industry was started in the summer of 1921 when Bryn Mawr opened its campus and buildings to a group of women workers recruited from all parts of the country for a two months' summer session. Similar summer schools for workers were started at Wisconsin University in 1925, at Barnard College, and in the South in 1927. The Vineyard Shore School was opened in 1929 at West-Park-on-Hudson, New York, as an all-year-round resident school for a group of more advanced student workers. Four of these schools now are associated and operate as the Affiliated Schools for Workers. The Southern Summer School works closely with the Affiliated Schools.

Admission requirements are practically the same for all the schools. Students are required to have at least a sixth-grade and, in some instances, an eighth-grade education, and to have worked in industry for at least two years. The six to eight weeks' courses are based on a consideration of economic problems. These are approached in a variety of ways but always with a view to relating them to the vital interests of the students. In so far as possible, students are selected from the natural leaders among workers—those with the most force, intelligence, and capacity for learning. The schools try to develop in the students a sense of responsibility for social action, presenting the history and philosophy of the various systems and discussing the merits of each in an atmosphere which allows freedom of expression.

The technique of teaching is carefully adjusted to the limitations of time and to the fact that many of the students are too handicapped by lack of previous schooling to follow and understand the university extension and public school courses which they would like to take, and at the same time are too mature and intelligent to be held by the subject matter of courses for beginners.

At the close of school the workers return to communities all over the country to face actual difficulties in the economic world. Their participation in local community activities after the study at the summer school is important. Here they have an opportunity to try to interpret in terms of experience the knowledge secured at the school. Many students in searching for the next important step after leaving summer

school give their attention to the organization of workers' classes. Students enter classes conducted by their union groups, labor colleges, the industrial departments of the Young Women's Christian Association, and the Women's Trade Union League; they attend schools conducted by their political groups. In this further study the educational office of the Affiliated Schools works with local projects, serving as a source for materials, curricula, and information about available teachers. Through this educational work the students gain interest and understanding which form the basis for effective local programs.

—HILDA W. SMITH, *Director*,
The Affiliated Schools for Workers.

A list of the summer schools for women workers in industry follows. It is arranged alphabetically by state and city.

BARNARD SUMMER SCHOOL FOR WOMEN WORKERS IN INDUSTRY, Barnard College, New York, N. Y.

Barnard Summer School transferred for 1933 to the country, using buildings and equipment at Vineyard Shore School, and combining with Vineyard Shore in use of funds; students in residence for eight weeks' term; instruction given in social science, science, and English; health and recreation program included; enrollment, 30.

VINEYARD SHORE SCHOOL, West-Park-on-Hudson, N. Y., Hilda W. Smith, *dir.*, 302 E. 25th St., New York, N. Y.

School primarily for students who have attended one or the other of the Summer Schools for Women Workers in Industry; eight months' courses to women workers in industry based on same general outlines as courses at summer schools, but of a more advanced nature; enrollment, 30.

SOUTHERN SCHOOL FOR WOMEN WORKERS IN INDUSTRY IN NORTH CAROLINA, Weaver College, N. C., Louise

Leonard McLaren, *dir.*, Linthicum Heights, Md.

School conducted for six weeks' period annually in various places in mountains of western North Carolina; student body made up of young women, ages 18-35, with minimum of sixth-grade education, from textile, tobacco, hosiery, and other industries, purpose of school "to give women in industry an opportunity through study and discussion to develop a deeper appreciation of life and a clearer understanding of their part and responsibilities as industrial workers"; curriculum includes economics, English (oral and written), health classes, dramatics; cooperates closely with Affiliated Schools for Women Workers in Industry; supported by gifts from interested persons; Workers' Education Committees in twelve southern communities working to secure funds and students for summer schools and to promote local program of workers' education; enrollment, 25.

SUMMER INSTITUTE FOR OFFICE WORKERS, Oberlin College, Oberlin, Ohio, Eleanor G. Coit, *dir.*

Two weeks' session in July, 1933, sponsored by the Affiliated Schools for

Women Workers; students meet cost of room and board, tuition free; curriculum stresses present economic and social order and position of office worker in relation to it; economics and English literature, English composition, and modern history, enrollment, 25.

BYRN MAWR SUMMER SCHOOL FOR WOMEN WORKERS IN INDUSTRY, Bryn Mawr College, Bryn Mawr, Pa., Hilda W. Smith, *dir.*

First resident summer school for industrial workers in United States (founded 1921); students representing many different trades and backgrounds, recruited from important industrial centers in this country and abroad; students must be from 20 to 35 years of age, with two years' experience in industry and school preparation through sixth grade, supplemented by further study; purpose of school is to offer students opportunities "to study liberal subjects, to train themselves in clear thinking, and to stimulate an active and continued interest in the problems of our economic order"; conducted in spirit of impartial inquiry, with freedom of discussion and teaching; subjects offered include economics, English composition, public speaking, literature, general science, social history, and corrective gymnastics, control of school vested in Board of Directors, composed of an equal number of women in industry, together with representatives of summer school faculty and others interested in workers' education; enrollment, 100.

SUMMER SCHOOL FOR WORKERS IN INDUSTRY, University of Wisconsin, Madison, Wisc., Alice Shoemaker, *dir.*

School conducted for six weeks during summer for purpose of giving work-

ers opportunity to enrich their lives through study of their industrial and social problems and responsibilities; curriculum includes economics, English, history, physical education, main feature of program in 1933 was study of Recovery Act; school open to men and women over eighteen years of age, with eighth-grade education or its equivalent, who have worked in industry at least two years, enrollment, 37.

See also the following organizations listed under National Organizations:

THE AFFILIATED SCHOOLS FOR WORKERS
WORKERS EDUCATION BUREAU

READING LIST

Hill, H. D. Effect of the Bryn Mawr Summer School as Measured in the Activities of Its Students. *Affiliated Schools for Workers and American Association for Adult Education*, 1929. 133 p.

A survey to ascertain the worth of the summer school experiment in terms of the students' subsequent lives and activities.

Levine, Louis. *The Women's Garment Workers' A History of the International Ladies' Garment Workers' Union*. Heubsch, 1924. 608 p.

The first union in the American labor movement to organize departments of research and investigation and to carry on special educational activities.

Smith, H. W. *Women Workers at the Bryn Mawr Summer School*. *Affiliated Schools for Workers and American Association for Adult Education*, 1929. 346 p.

A history of the first eight summers in the development of a summer school for women workers in industry.

NATIONAL ORGANIZATIONS WITH ADULT EDUCATION PROGRAMS

An effort has been made to include here all of the organizations meeting the requirements outlined in the preface. Certain agencies, such as those in the fields of health and public administration, whose primary interest is not adult education have been omitted or have been mentioned briefly, for the reason that these fields have been covered fully in other recently issued directories, such as the Social Work Yearbook (Russell Sage Foundation, 1933) and Organizations in the Field of Public Administration (Chicago, Public Administration Clearing House, 1932).

Foundations and trust funds have been omitted from this list inasmuch as they do not actually engage in adult education.

Membership figures, unless otherwise stated, refer to individual members. The list is arranged alphabetically by name of organization.

THE ACADEMY OF POLITICAL SCIENCE, Fayerweather Hall, Columbia University, New York, N. Y., Ethel Warner, *dir.*

Membership. 6,520

Program. As non-partisan organization aims to educate public opinion on most important movements of foreign politics, international relations, and questions of current interest in the United States, promotes discussions of these problems through meetings and publications.

Publications: Political Science Quarterly, and Proceedings of Semi-Annual Meetings, both included in annual dues of \$5.

THE AFFILIATED SCHOOLS FOR WORKERS, 302 East 35th St., New York, N. Y., Hilda W. Smith, *dir.*

Program: Coordinates work under separate boards of directors for Summer Schools for Workers at Bryn Mawr College, Barnard College, the University of Wisconsin, and at the Vineyard

Shore School, cooperates with the Southern Summer School for Women Workers in Industry in North Carolina; organizes local committees in fifty-six industrial centers to assist in recruiting students for affiliated schools, raising scholarship funds, and conducting local evening classes for workers; cooperates in other cities with groups conducting workers' classes and acts as a resource on educational programs.

Publications: Annotated List of Material for Workers' Classes, \$.15; Education That Changes Lives: The Story of Five Schools, free; Carter, Jean, This America—A Study of Literature Interpreting the Development of American Civilization, \$.25; Carter, Jean, Mastering the Tools of the Trade, \$.25; Haber, William, Unemployment: A Problem of Insecurity, \$.35 to workers, \$.50 to others; Hill, Helen D., The Effect of the Bryn Mawr Summer School as Measured in the Activities of its Students, free, Plunder, Olga L., Monograph on Methods of Teaching English to Workers' Classes, \$.25; Smith, Hilda W., Women

Workers at the Bryn Mawr Summer School, \$1.50. List of publications on request.

THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3457 Walnut St., Philadelphia, Pa., Ernest M. Paterson, *pres.*

Membership: 9,000

Program: Provides national forum for discussion of political and social questions; seeks to secure and present reliable information upon controversial matters; assists public in forming an intelligent and accurate opinion; carries out program through meetings and publications.

Publications: The Annals, issued bi-monthly, free to members, \$2 paper, \$2.50 cloth; special volumes issued include Prisons of Tomorrow, \$2.50; The Modern American Family, \$2, National and World Planning. List of publications on request.

AMERICAN ACADEMY OF TEACHERS OF SINGING, 45 West 45th St., New York, N. Y., Walter L. Bogert, *sec.*

Membership 32 (limited to 40)

Program: Organized in 1922 to establish a code of ethical principles, to further knowledge and culture, and to promote cooperation and good fellowship; holds series of discussions of technique of singing in its various branches.

Publications: Advice to Students; Reasons for Studying Singing; an Outline of Theory; Qualifications for Teachers; Code of Ethics and Practice; and others.

AMERICAN ALUMNI COUNCIL, Ohio State University, Columbus, Ohio, John B. Fullen, *sec.*

Membership: 350

Program: Promotes alumni education through membership; through Alumni

Features Service distributes to various member magazines series of articles on contemporary thought by experts in various fields.

Publications: Shaw, W. B., Alumni and Adult Education: An Introductory Survey, Undertaken by the American Association for Adult Education, in Cooperation with the American Alumni Council, boards \$.50. List of publications on request.

AMERICAN ASSOCIATION FOR ADULT EDUCATION, see p. 29.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, Smithsonian Institution Building, Washington, D. C., Henry B. Ward, *perm. sec.*

Membership: 18,800

Program Through meetings and publications promotes cooperation among men and women of science and all those interested in progress of knowledge and education, gives wide publicity to papers and discussion at meetings through newspapers and other periodicals; prepares and publishes reading lists on various divisions of science for distribution by American Library Association.

Publications: Science, weekly, \$6 (free to members on payment of \$5 annual dues).

THE AMERICAN ASSOCIATION OF MUSEUMS, Smithsonian Institution, Washington, D. C., Laurence Vail Coleman, *dir.*

Membership 909 individuals; 208 institutions.

Program: Promotes cooperation both within and without the museum profession in improving the educational and other activities of museums; assists those who seek aid in founding and administering new museums of desirable type; studies museum conditions and methods

and distributes reports of results to members and others, has organized and built museums embodying new ideas, such as Trailside Museums in Palisades Interstate Park and in several national parks. *Publications* The Museum News, bi-weekly, \$4, distributed to members and libraries only, Publications of the American Association of Museums: New Series, papers on museum methods, education, etc.; Handbook of American Museums, \$5, Manual for Small Museums, \$5, A Bibliography of Museums and Museum Work, \$5; Directory of Museums in South America, \$3. List of publications on request.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, 1634 I St., N.W., Washington, D. C., Kathryn McHale, *dir.*

Membership: 600 branches, 40,608 individual members.

Program: Bases program upon educational needs in keeping with expressed aim of "an increasingly conscious and concerted effort to maintain high standards in education nationally and locally"; program is threefold: regular monthly branch meetings to keep members informed of local and national activities, open forum discussions or study groups (1,374 in 1931-32) in educational trends, parent education and child development, international relations, arts, socio-economic problems, etc.; promotes community educational activities related to these studies, such as educational and vocational guidance projects, tested playthings exhibits, improvement of rural schools, studies and surveys of public educational needs, clinics, nursery schools, libraries, recreational activities for children.

Publications: See list of publications issued each fall; moderately priced study outlines available on educational trends, fine arts, hygiene and health, parent education and child development, inter-

national relations, and socio-economic field.

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, State Office Bldg., Hartford, Conn., Stetson K. Ryan, *sec.*

Program Includes study, inauguration, and promotion of projects pertaining to social and economic welfare of the blind and nearly blind; also conservation of vision and prevention of blindness projects.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF, 1537 35th St., N.W., Washington, D. C., Josephine B. Timberlake, *ex. sec.*

Membership. 1,500 teachers and others interested in teaching of speech to deaf.

Program. Arranges courses of lectures for teachers of lip reading at University of Chicago and other institutions; controls Volta Bureau, a research and service agency which serves as the secretariat for the Association and for the American Federation of Organizations for the Hard of Hearing.

Publications. Auditory Outlook, monthly, \$2; Volta Review, monthly, \$3.

AMERICAN BAR ASSOCIATION, 1140 North Dearborn St., Chicago, Ill., Olive G. Ricker, *ex. sec.*

Program. Organized primarily to serve professional interests of members; broadcasting series of programs arranged by Council on Education and Admission to the Bar on "The Lawyer and the Public," in cooperation with the National Advisory Council on Radio in Education. For further information see Organizations in the Field of Public Administration, referred to in the note prefacing this section.

AMERICAN CHILD HEALTH ASSOCIATION, 450 Seventh Ave., New York, N. Y., Samuel J. Crumbine, M.D., *gen. ex.*

Program. Promotes education of parents, teachers, and other adults in the field of child health through publications, consulting and advisory service. For further information see Organizations in the Field of Public Administration and Social Work Year Book, referred to in the note prefacing this section.

THE AMERICAN CHORAL AND FESTIVAL ALLIANCE, INC., 362 Commonwealth Ave., Boston, Mass., Emma R. Fisher, *pres.*

Program. Encourages active participation throughout country in musical events; promotes musical festivals as pivotal point in which thousands participate under direction of trained graduates of public schools, colleges, conservatories and private studios, uniting American choral conductors in five-year program "to uplift and ennoble choral singing and conducting"; stresses folk-dance and folk-song participation as an educational folk measure; gives information and advice to groups interested in choral singing.

Publications. Occasional brochures.

AMERICAN CIVIC ASSOCIATION, 901 Union Trust Bldg., Washington, D. C., Harlean James, *ex. sec.*

Program. Furnishes information on which to build local civic improvement programs, maintains standing committees on national parks, roadside improvement, regional planning, etc.; holds traveling annual meeting to provide members with opportunity to study application of planning principles.

Publications. James, Harlean, American Civic Annual, \$3; Civic Comment, five times a year.

AMERICAN COLLEGE PERSONNEL ASSOCIATION, Teachers College, Columbia University, New York, N. Y., Esther Lloyd-Jones, *sec.*

Membership 90

Program. Disseminates information on conferences and other reports on guidance and placement of college students and alumni; members discuss techniques and problems connected with adjustment of students and alumni to college and training, and to community life, encourages research on personnel problems by members.

Publications. Annual publication of Proceedings, published in monograph form, or as an issue of the Personnel Journal.

AMERICAN COMMITTEE ON ECONOMIC POLICY, 11 West 42nd St., New York, N. Y., John W. Herring, *ex. dir.*

An organization composed of national leaders of social, civic, and research agencies; recommends reading material and study programs to both agencies and individuals.

AMERICAN COUNCIL, INSTITUTE OF PACIFIC RELATIONS, see Institute of Pacific Relations.

AMERICAN COUNCIL ON EDUCATION, 744 Jackson Place, Washington, D. C., C. R. Mann, *dir.*

Membership. Constituent, 24 national educational associations, associate, 21 other national and regional educational associations; institutional, 250 colleges and universities.

Program. Serves as national voluntary cooperative agency for all fields of education; devises and manufactures tools for educational processes, including personnel record cards, intelligence tests,

objective type tests, etc.; conducts national testing programs; organizes and conducts research in special fields, such as school finance, modern language teaching, state administration of education, job analysis, and occupational training and adaptation, maintains committees on standards, graduate instruction, problems and plans for research in education, Federal legislation, etc.; operates Cooperative Test Service; participates in work of National Committee on Education by Radio.

Publications. Handbook of American Universities and Colleges, \$4, series of pamphlets on supplementary materials of instruction under general title, Achievements of Civilization, \$.10 and \$.15; the Educational Record, quarterly, \$2; Measurement and Guidance of College Students, \$2; State Support of Education, \$2; Research Problems in Educational Finance, \$1.

AMERICAN COUNTRY LIFE ASSOCIATION,
105 East 22nd St., New York, N. Y.,
Benson Y. Landis, *ex. sec.*

Membership: 800

Program: Acts as clearing house of information on rural affairs, including education; assists lay and professional leaders in consideration of their goals, methods and programs; forums and sections on adult education at annual conferences.

Publications: Adult Education and Rural Life: Proceedings of 1932 Annual Meeting, University of Chicago Press, \$2; Rural America, monthly, \$2 per yr.

AMERICAN FARM BUREAU FEDERATION,
58 East Washington St., Chicago,
Ill., M. S. Winder, *ex. sec.*

Membership: 2,500,000

Program: Maintains information and service bureaus for members; state fed-

erations and county and community farm bureaus work in cooperation with county agents, frequently as agencies through which extension work of the U. S. Bureau of Agriculture and colleges of agriculture is carried on; program of community federations includes home improvement, school cooperation, health and safety, recreation, cooperative credit, electrification, etc., regional training schools and leadership conferences held for state and county officers, at which problems of leadership, community organization, etc., are discussed; Home Bureaus, cooperating with state and county home demonstration agents, promote programs in child health, dairy and home improvement, recreational activities, etc.

Publications. News Letter, bi-weekly, \$1; Bureau Farmer, monthly, \$.50.

AMERICAN FEDERATION OF ARTS, Barr
Building, Washington, D. C., F. A.
Whiting, *pres.*

Membership: 500 chapters; 3,300 individuals.

Program. Serves as national headquarters for arts in America; circulates traveling art exhibitions to museums, colleges, art associations, clubs, libraries and fairs; sends out lectures illustrated by lantern slides, especially prepared by experts for this purpose; sends out illustrations and articles to aid in preparation of talks and articles on art topics; acts as clearing house for information on matters of art; advises in regard to specific art educational problems, and conducts special art-educational projects; at present conducting art education projects in Virginia, Georgia, North Carolina, South Carolina, and Iowa.

Publications: The American Magazine of Art, \$5 per yr.; The American Art Annual, \$10 per yr.

AMERICAN FEDERATION OF LABOR, see
Workers Education Bureau of America.

AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING, 1537 35th St., N.W., Washington, D. C., Betty C. Wright, *ex. sec.*

Membership, 2,800 individuals, 79 local organizations.

Program. Helps to establish lip reading classes for adults in public schools and elsewhere, maintains correspondence club for hard of hearing; gives information on lip reading, reliable hearing aids, quack devices and treatments, and suitable vocations for hard of hearing, helps form local groups, who in turn, try to provide for lecture courses in cooperation with universities where members hear with aid of wiring equipment; lip reading instruction.

Publications: Auditory Outlook, official organ, monthly, \$1.50.

AMERICAN FOLK DANCE SOCIETY, U. S. Section International Commission on Folk Arts, 65 East 56th St., New York, N. Y., Elizabeth Burchenal, *chmn.*

Program Maintaining and developing a national center and service for folk arts in the United States; carries on Folk Institute which includes laymen's folk dancing, folk programs providing contact with folk groups and leadership training; maintains reference service for leaders; publishes collections of folk dance material for adult education.

Publications: Burchenal, Elizabeth, American Country Dances, \$1.50, paper; Folk Dances and Singing Games, \$1.50, paper; Folk Dances from Old Homelands, \$1.50, paper, Dances of the People, \$2, paper; Folk Dancing as a Popular Recreation, \$.50, paper, and others.

AMERICAN FOUNDATION FOR THE BLIND, 125 East 46th St., New York, N. Y., Robert B. Irwin, *ex. dir.*

Program Collects and disseminates information regarding all phases of work for the blind; supplies information designed to give public better appreciation of needs and capacities of blind for purpose of providing broader vocational opportunities; distributes free radios to blind persons unable to buy them; maintains reference library; provides field workers to assist local organizations.

Publications. Outlook for the Blind, five times a year, \$2. List of publications on request.

AMERICAN GUILD OF ORGANISTS, INC., 217 Broadway, New York, N. Y., Charles Henry Doersam, *warden.*

Membership 5,000

Program Advances cause of worthy church music through membership by stressing responsibilities, duties, and opportunities as conductors of musical worship, raises standard of efficiency of organists by examinations in organ playing, in the theory of music, and in general musical knowledge; provides members with opportunity for meeting for the discussion of professional topics.

AMERICAN HEART ASSOCIATION, 450 Seventh Ave., New York, N. Y., Stewart Roberts, *pres.*

Program: Collects and correlates facts relating to heart disease and disseminates information on its findings and the methods to be employed for prevention. For further information see Social Work Year Book, referred to in note prefacing this section.

AMERICAN HOME ECONOMICS ASSOCIATION, 620 Mills Bldg., Washington, D. C., Alice L. Edwards, *ex. sec.*

Membership: 9,714

Program: Makes available to groups

services of a field worker in child development and parental education, prepares bibliographies and other materials for use of individuals and groups, state and local associations encourage work in parent education through programs of adult education and through home economics courses in the schools.

Publications McGinnis, Esther, Home Economics and Education for Family Life, \$.30; Richardson, Anne E. and Mabel L. Miller, Child Development and Parental Education in Home Economics, \$.30; Journal of Home Economics, monthly, \$3 per yr.

THE AMERICAN INSTITUTE FOR THE DEAF-BLIND, Northwestern University, Evanston, Ill., Robert N. Gault, *dir.-gen.*

An organization for scientific research that relates ultimately to the education of the deaf, the blind, and the deaf-blind; organized 1933.

AMERICAN INSTITUTE OF ARCHITECTS, The Octagon, 1741 New York Ave., Washington, D. C., Charles Butler, *chmn.*, Committee on Education, 56 West 45th St., New York, N. Y.

Membership. 3,318

Program: Sponsors summer courses at Harvard University and the University of Oregon, under grant made by the Carnegie Corporation of New York, for college teachers of art appreciation, with stipulation that teachers shall give course in art appreciation at their colleges during ensuing year; sends out lecturers in different parts of the country to visit colleges to address students and to urge faculties to further the teaching of art and art appreciation.

Publications: Committee on Education, The Significance of the Fine Arts, Marshall-Jones, \$2.75, library edition \$7.50; Opdyke, George, Art and Nature Appreciation, Macmillan, \$3.50.

AMERICAN INSTITUTE OF BANKING, 22 East 40th St., New York, N. Y., Harold Stonier, *nat'l educ. dir.*

Membership. 65,000

Program: Section of the American Bankers Association; works through chapters and study groups located in the larger cities and towns throughout United States; offers courses on subjects dealing with bank administration, including credits, investments, trust functions, and bank management; requires class work two nights a week for four years to obtain the Institute Standard Certificate; advanced courses offered thereafter; in addition to formal training program, offers, through chapters, courses in broader economic phases of banking and finance; forum, debate, and public speaking activities part of work of many chapters; local groups carry on public education program by giving talks on current economic subjects to schools, colleges, clubs, etc.

Publications. List of publications on request.

AMERICAN LEGION, Indianapolis, Ind., Frank E. Samuel, *nat'l. adj.*

Membership: 1,000,000

Program: Fosters patriotic service to community, state, and nation; state and community program carried on by 58 local, state, and territorial departments and 10,709 local posts; National Americanism Commission responsible for educational program which includes promotion of citizenship schools for foreign born, playgrounds and recreation for community, "safety first" programs, flag education, cooperation with libraries, other public institutions and with parent-teacher associations, etc.; participates in American Education Week and in National Constitution Week, National Child Welfare Division supplies field consultants, participates in local conferences on child wel-

fare, and prepares educational material for use by local groups.

Publications. American Legion Monthly, \$1.50. List of publications on request.

AMERICAN LIBRARY ASSOCIATION, 520
North Michigan Ave., Chicago, Ill.,
Carl H. Milam, *sec.*

Membership 13,300

Program. As national organization of librarians, gives information, service, and advice to libraries and state library extension agencies desiring assistance in extension of their educational work with adults; cooperates with national institutions, associations, and organizations having educational interests in common with it; conducts or assists in investigations and studies which promise to be of use to libraries, on such subjects as readable books, reading habits, etc.; provides information on the possibilities of self-improvement through good reading, and on the usefulness of public libraries in promoting adult education through reading;

Members of Association through local public libraries give consulting and advisory service supplemented by suitable books; furnish complete information concerning local educational opportunities for adults available outside the library; supply books and other printed material for adult education activities maintained by other organizations; in large public libraries readers' advisory service, in charge of specially trained personnel, offers advice in choice of books, and compiles reading lists for individuals and organizations on request.

State library extension agencies serve as central lending libraries, supplementing resources of public libraries of state; give direct service in adult education to persons without local public library service; cooperate with other organizations in state-wide adult education projects.

Publications: Libraries and Adult Education, Macmillan, \$2.50, Reading with a Purpose series, sixty-seven titles (available in many libraries at nominal price), single copy, cloth, \$.50, paper, \$.35, also quantity rates, Waples, Douglas, and R. W. Tyler, What People Want to Read About, published jointly with the University of Chicago Press, \$3.50, Felsenthal, Emma, Readable Books in Many Subjects, \$.40. List of publications on request.

AMERICAN MANAGEMENT ASSOCIATION,
20 Vesey St., New York, N. Y., John
G. Goetz, *man. dir.*

Membership 4,400 executives representing about 1,500 industrial and commercial corporations.

Program. Provides for discussion of important developments in management practice and theory through conferences, discussion at conventions, publications; affords opportunity for interchange of information on business management and for contacts with leaders in management movement in America and abroad.

Publications List of publications on request.

AMERICAN MEDICAL ASSOCIATION, 535
North Dearborn St., Chicago, Ill.,
Olin West, *sec. and gen. man.*

Program: Furthers the science and art of medicine; aids in the betterment of public health by serving as clearing house of information on the subject. For further information see Social Work Year Book, referred to in note prefacing this section.

AMERICAN MERCHANT MARINE LIBRARY ASSOCIATION, 67 Wall St.,
New York, N. Y., Henry H. Douglas, *ln.*

Program. Furnishes a comprehensive library service to American seamen, sup-

plying crews' libraries and technical books to American Merchant Marine shops, lighthouses, lightships, and U. S. Coast Guard Despatch offices at important ports; gives help and information about educational opportunities available to seamen on ship and ashore.

Publications. Seamen's Handbook for Shore Leave.

AMERICAN MUNICIPAL ASSOCIATION, 850 East 58th St., Chicago, Ill., Paul V. Betters, *dir.*

Membership: 25 state leagues of municipalities.

Program. Furnishes informational and other services designed to assist state leagues of municipalities to perform their functions more effectively; promotes organization of leagues in states where none exist, recommends curricula, organization, methods of teaching, and faculty for state schools training various types of municipal officials.

Publications. American Municipal Association News, quarterly; series of reports on municipal problems; weekly and monthly informational bulletins.

AMERICAN NATIONAL COMMITTEE ON INTERNATIONAL INTELLECTUAL CO-OPERATION, 405 West 117th St., New York, N. Y., James T. Shotwell, *chmn.*

Membership. Representatives of 27 organizations.

Program: Represents the League of Nations Organization for Intellectual Co-operation in the United States; work of the Committee in adult education restricted to acting as liaison and information center with respect to the international aspect of adult education; concerned with the general facilitation of international understanding.

AMERICAN NATIONAL RED CROSS, 17th and D Sts. N.W., Washington, D. C., John Barton Payne, *chmn.*

Program Carries out obligations imposed on the Government by the International Red Cross treaty, gives relief in disasters, renders personal service to National Defense forces and veterans; provides instructors for classes in first aid and life-saving and home hygiene and care of sick. For further information see Social Work Year Book, referred to in note prefacing this section.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, 175 Fifth Ave., New York, N. Y., Eleanor Clarke Slagle, *sec.-treas.*

Membership: 900

Program. Interested in all phases of treatment by occupation and in particular in standards set up and maintained for education of occupational therapists; promotes use of occupation as treatment under medical supervision; encourages high standards in training of occupational therapists; recommends re-educational activities and advises as to treatment by occupation, maintains national directory of qualified occupational therapists.

Publications. Occupational Therapy and Rehabilitation, official organ.

AMERICAN PHYSICAL EDUCATION ASSOCIATION, P.O. Box 362, Ann Arbor, Mich., Elmer D. Mitchell, *sec.*

Membership: 7,000

Program: Serves as clearing house for information in fields of health and physical education; disseminates information to general public; activities carried on through various sections on camping, dancing, recreation, etc.; holds annual convention.

Publications: Journal of Health and

Physical Education, ten issues a year, \$2, The Research Quarterly, \$3.

AMERICAN POLITICAL SCIENCE ASSOCIATION, 205 Bennett Hall, University of Pennsylvania, Philadelphia, Pa., Harold W. Dodds, *chmn. Subcommittee on Political Education of Committee on Policy*, Princeton University, Princeton, N. J.

Membership: 1,888

Program. Holds ten or twelve conferences annually in which academic persons meet and discuss current problems with politicians and public officials for mutual understanding; sponsors jointly with National Advisory Council on Radio in Education series of weekly programs on "You and Your Government" to interest citizens in government by giving accurate and impartial broadcasts on government problems.

Publications: You and Your Government series, National Municipal League, \$15.

AMERICAN PRISON ASSOCIATION, 135 East 15th St., New York, N. Y., E. R. Cass, *gen. sec.*

Membership: 565 prison wardens and others interested in prison administration.

Program Activities carried on chiefly through sections on education, crime prevention, case work, etc.; committee on education attempts to stimulate development of better educational programs in prisons; sections meet annually at Prison Congress.

Publications Congress Proceedings, annually, \$3.

AMERICAN PUBLIC HEALTH ASSOCIATION, 450 Seventh Ave., New York, N. Y., Kendall Emerson, *acting sec.*

Program. Carries on educational, field, employment, informational, research,

and other services designed to protect and promote public and personal health. For further information see Social Work Year Book, referred to in note prefacing this section.

AMERICAN REHABILITATION COMMITTEE, INC., 28 East 21st St., New York, N. Y., Grace Maxon Heagen, *ex. sec.*

Membership: 15

Program Assists handicapped adults to overcome detrimental mental attitudes essential to employment of any kind, conducts curative workshop; methods of training used include. assembling electric appliances, packing, folding, gluing, spring making, soldering, inserting, printing, etc.

Publications: Rehabilitation Review, monthly, \$2.

AMERICAN TURNERBUND, Suite 3209, Grant Bldg., Pittsburgh, Pa., George Seibel, *pres.*

Membership: 59,766

Program Local branches hold debates and classes in German, dramatics, choral singing and instrumental music, swimming, fencing, and gymnastics.

AMERICAN UNITARIAN ASSOCIATION, 25 Beacon St., Boston, Mass., Gertrude H. Taft, *sec., dept. religious education.*

Program. Function of Department is to assist ministers and members of church "to establish concept of liberal church as constant educational adventure"; issues study outline including reading suggestions, suggestions for conducting meetings, etc., intended to cover year's study by classes of adults or young people, including such subjects as comparative religion, religion and art, modern philosophy and psychology,

practical psychology and personal adjustment, the community, etc.

Publications: Sharp, Waitstill H., Courses in Adult Education (Religious Education Bulletin, No. 24) free upon request.

AMERICAN VOCATIONAL ASSOCIATION, INC., Topeka, Kan., C. M. Miller, *sec.*

Membership: 9,778

Program: Provides national forum for the discussion of vocational education questions; makes limited number of studies in field of vocational education and disseminates results to members and general public, cooperates with National Association of State Directors of Vocational Education and with the affiliated state and provincial vocational education associations, majority of members working under Federal Smith-Hughes Vocational Education Act.

Publications: News Bulletin, quarterly.

ASSOCIATION FOR CHILDHOOD EDUCATION, 1201 Sixteenth St., Washington, D. C., Mary E. Leeper, *ex. sec.*

Membership: 2,500 contributing members; 20,000 branch members.

Program: Provides research and informational service to teachers of young children and to parents, standing committee on parent education.

Publications: Childhood Education, monthly during school year, \$2.50; Educational Bulletins, several each year, \$.25 to \$1.

ASSOCIATION FOR PERSONALITY TRAINING, 65 East 96th St., New York, N. Y., Blanche C. Greenburg, *sec.*

Membership: 205

Program: Promotes education and adjustment of the whole man, emotional,

intellectual, physical and spiritual; conducts course of lectures at New York University; arranges single lectures and courses of lectures for Y.W.C.A. and Y.M.C.A., Y.W.H.A. and Y.M.H.A. groups, churches, schools, settlements, volunteer groups, community centers in and out of New York City, conducts clinical meetings, lecture discussions, symposia, round tables, lecture courses, maintains lecture bureau, acts as a coordinating agency; develops counseling service for adults, offers information and advisory service; encourages research and study in industrial units and educational organizations.

Publications: Current Information Bulletin, \$.25; Tead, Ordway, Adjusting Personality to the "Good Life", \$.10; Board, Samuel S., Personality Difficulties of the College Graduate, \$.10; Bergen, Harold S., How Personality Influences Selection and Placement, \$.10; Wile, Ira S., The Bases of Personality Adjustment, \$.10, Cunliffe, R. B., Guidance as Education, \$.10. List of publications on request.

ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY, 1538 Ninth St., N.W., Washington, D. C., Carter G. Woodson, *dir.*

Program: Collects sociological and historical data; publishes books on Negro life and history, promotes study of the Negro through clubs and schools; attempts to bring about harmony between the races by interpreting the one to the other; conducts home study department offering courses in Negro life and history; collects manuscripts on the Negro which are made accessible to public in Library of Congress; branches in various cities including Philadelphia, Kansas City, Petersburg and Cleveland.

Publications: Journal of Negro History, quarterly, \$2.50 per yr., single copies \$.50. List of publications on request.

ASSOCIATION OF THE JUNIOR LEAGUES OF AMERICA, INC., The Waldorf-Astoria, New York, N. Y., Mrs. DeForest Van Slyck, *ex. dir.*

Membership. 25,000 individuals, 131 constituent leagues.

Program. Serves as information center for all branches of League work, aims to develop members, help them find place in community, and continue education to attain intelligent citizenship and participation in community work; sponsors courses for members on social welfare, citizenship, education, etc., through lecture series, round tables, luncheons, field trips; carries on program through three branches: social welfare, children's theaters, and art.

Publications. Junior League Magazine, monthly, \$2.50.

ASSOCIATION OF URBAN UNIVERSITIES, 25 Niagara Square, Buffalo, N. Y., C. S. Marsh, *sec.-treas.*

Membership. 34 institutions.

Program. Promotes study and carries on research in problems of particular interest to urban universities, including university extension; devotes one half-day session of annual meeting to discussions of problems of adult education.

Publications. Minutes of annual meetings, \$1.

BAPTIST, NORTHERN CONVENTION, The American Baptist Publication Society, 1701-1703 Chestnut St., Philadelphia, Pa., Mrs. W. E. Chalmers, *dir.* *adult work.*

Program: Promotes study of religious subjects among local churches; issues publications for use of study groups and classes; provides for leadership training of adults through summer assemblies, home correspondence courses, and institutes; promotes parent education by publications and by suggestions for

leaders of groups; social education department issues and circulates leaflets on many types of social problems.

Publications. Murphy, Lois B., *Toward Racial Understanding*; Geer, Owen M., *What Can We Do About the Depression?*; Books for Parents, free. List of publications on request.

BRaille INSTITUTE OF AMERICA, INC., 741 North Vermont Ave., Los Angeles, Calif., J. Robert Atkinson, *vice-pres. and mgr.*

Program: Furnishes literature in raised type for blind and partially blind, provides instruction for adult blind in reading and writing Braille, in type-writing and other vocational subjects, and in mastery of any subject or method that is designed to facilitate and develop their education, and aid their well-being, maintains national lending reference library of business journals, guides and books on vocations, trades and professions; provides, through endowments and gifts from public, scholarships in vocational and higher education in branches of trades and professions found practical for blind.

Publications: Craig, Alice Evelyn, *The Speech Arts*, 5 v. \$15; Bleyer, Willard G., *Newspaper Writing and Editing*, 4 v. \$11.50; Fernald, James C., *English Synonyms, Antonyms and Prepositions*, 9 v. \$26; Read, G. H., *The New Salesmanship*, \$1.50. List of publications on request.

THE BROOKINGS INSTITUTION, 722 Jackson Place, Washington, D. C., Harold G. Moulton, *pres.*

Program: Conducts research in current economic and governmental administrative problems; cooperates with National Advisory Council on Radio in Education in broadcasting series of programs on current economic problems; arranges periodic public lectures, delivered in its

own building, on timely issues of economic and political bearing; catalog of publications on request. For further information see Organizations in the Field of Public Administration, referred to in note prefacing this section.

BUREAU OF ECONOMIC RESEARCH, see National Bureau of Economic Research.

BUREAU OF PERSONNEL ADMINISTRATION, Graybar Bldg., room 1745, 420 Lexington Ave., New York, N. Y., Henry C. Metcalf, *dir.*

Program: Through research, conference, counsel, training, and publication helps develop—for the common benefit of employers, managers, workers, and the public—integrated thinking and constructive direction of the basic policies, principles, and operating techniques of business administration and management.

CHAMBER OF COMMERCE OF THE UNITED STATES OF AMERICA, Washington, D. C., D. A. Skinner, *sec.*

Membership: 1,426 commercial organizations and trade associations.

Program: Maintains service departments dealing with all major branches of American commerce and industry; civic development department studies and gives information on such questions as housing, city planning and zoning, etc. For further information see Organizations in the Field of Public Administration referred to in note prefacing this section.

CHAUTAUQUA INSTITUTION, Chautauqua, N. Y., Arthur E. Bestor, *dir.*

Program: Founded in 1874; has never had any connection with any other organization of similar name; ten weeks'

summer school each year at Chautauqua Institution on Lake Chautauqua, N. Y., offers cultural courses for credit, courses without credit, musical program of symphony concerts, operas, chamber music, series of addresses by nationally known speakers, dramatic performances, etc.; Chautauqua Literary and Scientific Circle offers year-round directed home reading course.

Following organizations conduct programs in cooperation with Chautauqua Institution. Chautauqua Woman's Club (1,300 members representing 38 states and 12 foreign countries), Y.W.C.A., Women's Christian Temperance Union, Daughters of American Revolution, King's Daughters and Sons, Members of Reading Circle, Foreign Policy Association, Bird and Tree Club, Business and Professional Women's Club, and a number of religious denominations.

Publications. Chautauquan Daily, 50 issues, \$2.25; Chautauquan Weekly, 44 issues, \$1.50, three or four titles (such as Autobiography of Lincoln Steffens) published and offered at cost to reading groups. List of publications on request.

CHILD STUDY ASSOCIATION OF AMERICA, 221 West 57th St., New York, N. Y., Sidonie Matsner Gruenberg, *dir.*

Membership: 1,400 members; 5,500 subscribers.

Program: Carries on parent education program covering entire range of childhood and family relationships, through study groups at headquarters and leadership training for professional, lay, and prospective leaders; makes available consultation service by psychiatrist for consideration of individual problems; offers lectures and conferences open to public; maintains reference and circulating library of books and periodicals in parent education and related fields; on the sustaining program schedule of the National Broadcasting Company; study

groups in many localities, organized by local schools, churches, and clubs, affiliated with Association for purpose of securing help in organizing, planning program, securing study material and occasional leadership, study group work with Negroes a special project for number of years.

Publications Child Study. A Journal of Parent Education, \$1, Fisher, Dorothy Canfield and S. M. Gruenberg, Our Children, Viking, \$2.75, Gruenberg, S. M., Outlines of Child Study, Macmillan, \$1.25; Gruenberg, B. C., ed., Guidance of Childhood and Youth, Macmillan, \$1.50. List of other publications on request.

THE CHRISTIAN SCIENCE BOARD OF DIRECTORS, The Mother Church, The First Church of Christ, Scientist, 107 Falmouth St., Boston, Mass.

Program Carries on active program of denominational education, issues The Christian Science Monitor, international daily newspaper with a planned educational program including news on political, social, and economic events, and trends in science, theology, and medicine, for the purpose of bringing about an informed public opinion based on knowledge of world conditions.

CHURCH OF THE BRETHREN, 22 South State St., Elgin, Ill., Rufus D. Bowman, *gen. sec.*

Program. Adult committee composed of representatives of the National Councils of Men's Work and Women's Work, the General Mission Board, and Board of Christian Education, committee, working in an advisory relationship to boards and other church groups, conducts program of parent education, community service and religious education.

CHURCH OF THE UNITED BRETHREN IN CHRIST, The Board of Christian Education, 1442 U. B. Bldg., Dayton, Ohio, Martin I. Webber, *dir.*, *adult work and leadership training*.

Membership 250,000

Program. Conducts extensive educational service for adults including publication of study outlines and suggestions for programs; sponsors Indiana Central Camp Conference and Leadership School, Indiana Central College, Indianapolis, held annually since 1926, for purpose of training leaders for the whole program of Christian education in the local churches; school offers courses in psychology, parent education, vocational guidance, recreational leadership, organization and administration, and religious subjects, attendance, about 100, sponsors Otterbein Camp Conference and Leadership School, Westerville, Ohio, offering courses in same subjects as Indiana Conference; attendance, 100. *Publications* Webber, Martin I., Thirteen Party Plans for Adults, \$1.25; Webber, Martin I., Adult Christian Education in the Local Church, \$.10.

CITIZENS' COUNCILS FOR CONSTRUCTIVE ECONOMY, see National Municipal League.

COLLEGE ART ASSOCIATION, 137 East 57th St., New York, N. Y., Audrey McMahon, *ex. sec.*, Frances Pollak.

Program: Sponsors traveling exhibitions of original works of art, ancient, mediaeval and modern art, painting and sculpture, drawings, graphic and applied art, which are sent to over 400 museums, universities, and colleges; circulates Carnegie Corporation Art Teaching Equipment Sets, gives scholarships and fellowships in accordance with various grants.

Publications The Art Bulletin, quarterly, sent to members only; Parnassus,

monthly October to May, \$3; Eastern Art, annual devoted to oriental art, \$10 to \$15; Art Index, \$10.

COMMISSION ON INTERRACIAL COOPERATION, 703 Standard Bldg., Atlanta, Ga., Will W. Alexander, *ex. dir.*

Membership. 115

Program. Encourages white and colored persons to cooperate toward solution of mutual social problems; holds annual meeting, attended by college presidents, public school administrators and others for discussion of problems of race relations; state and local committees work on definite projects such as betterment of schools, libraries, public health, etc.; committees hold state and regional meetings at regular intervals.

Publications List of publications on request.

COMMISSION ON JEWISH EDUCATION, Merchants Bldg., Cincinnati, Ohio, Emanuel Gamoran, *ed. dir.*

Membership of constituency 55,000

Program: Commission's program conducted under joint auspices of The Union of American Hebrew Congregations and The Central Conference of American Rabbis; plans graded programs for congregations, based on religious subjects; has stimulated interest in Jewish adult education through publication of books and articles on the subject; issues syllabi and bibliographies on teacher training.

Publications: The Jewish Teacher, teachers' magazine, Levinger, Lee, Jr., A History of the Jews in the United States, \$2; Enelow, H. G., Adult Education in Judaism, \$.25; Gamoran, Emanuel, Jewish Education in the United States, \$.25; and Teacher Training for Jewish Schools, \$.75. List of publications on request.

CONGREGATIONAL EDUCATION SOCIETY, 14 Beacon St., Boston, Mass., John L. Lobinger, *dir.*, *adult work.*

Program. Department of Adult Work and allied departments prepare and issue reading lists on parent education, race relations, health, etc., and outlines for study programs at conferences and through correspondence, department of leadership training, department of social relations, and department of missionary education and world friendship also make provision for adult education in their programs by suggesting study programs for adult groups and by distributing timely reading suggestions, discussion outlines, etc.

Publications: Church and Society, monthly, \$.50 per year; program booklets for adult groups, series of twelve booklets, \$.10 each, Books for Adult Study, annotated reading list, free; Petty, O. A., Religious Leaders and Adult Education, \$.05. List of publications on request.

COUNCIL ON FOREIGN RELATIONS, 45 East 65th St., New York, N. Y., Walter H. Mallory, *ex. dir.*

Membership: 500

Program: Encourages scientific study of international relations; provides continuous conference on international aspects of America's political, economic, and financial problems; holds round table meetings and dinners for distinguished American and foreign guests to discuss international problems; maintains reference library; prepares annual survey of foreign relations of the United States.

Publications: Foreign Affairs: An American Quarterly Review, edited by Hamilton Fish Armstrong, \$5; Lippmann, Walter, The United States in World Affairs; Annual Survey of American Foreign Relations, \$3; The Political

Handbook of the World; Parliaments, Parties, and Press, issued annually, \$2.50; individual volumes on special international questions. List of publications on request.

DAUGHTERS OF THE AMERICAN REVOLUTION, THE NATIONAL SOCIETY OF, Memorial Continental Hall, Washington, D. C., Mrs. John M. Beavers, *corres. sec. gen.*

Membership. 165,000

Program. Carries on program of patriotic education; provides information for immigrant on how to become an American citizen; works with naturalization courts, evening schools, citizenship classes, etc., sponsors radio broadcasts; preserves historic spots; works to promote showing of better films in community theaters by issuing monthly guides to better films and by maintaining Reviewing Committee in Hollywood. List of publications on request.

THE ENGINEERING FOUNDATION, 29 West 39th St., New York, N. Y., Alfred D. Flinn, *dir.*

Membership. Joint research body of American societies of Civil, Mining and Metallurgical, Mechanical, and Electrical Engineers.

Program. In present economic emergency promoting after-college education for engineers and making available educational facilities for engineers who have grown into profession without college education; cooperates with Society for Promotion of Engineering Education, principally through educational research committee, composed of representatives of constituent and other engineering organizations.

Publications: Engineering: A Career—A Culture, \$.15; Objective Type Tests, McGraw-Hill, \$2.75.

EVANGELICAL SYNOD OF NORTH AMERICA, 1720 Chouteau Ave., St. Louis, Mo., H. L. Streich, *supv. adult work.*

Program. Board of religious education cooperates with local churches in carrying on study programs in various phases of religious education and in parent training, social hygiene, and social welfare, local and national; works chiefly through adult departments and classes in Bible school, through Women's Union (90,000) and Brotherhood (25,000); Union and Brotherhood use study courses and reading courses prepared by headquarters, and representatives attend conferences and institutes at which methods and techniques are discussed.

Publications: Streich, H. L., Monthly Program for Women's Organizations, \$.05, and Monthly Activity Program for Men's Organizations, \$.05; Streich, H. L., Evangelical Standard for Adult Christian Education in the Local Church, \$.05.

FARMERS' EDUCATIONAL AND COOPERATIVE UNION, Kankakee, Ill., E. E. Kennedy, *sec.*

Membership. 272,000

Program: Promotes scientific farming and marketing through teaching the principles of cooperation; holds local and national meetings for discussion and practical demonstration of cooperating; local, county and state units maintain cooperatives for buying, selling and credit; 5,000 locals in 26 states.

Publications: Proceedings.

FEDERAL BOARD FOR VOCATIONAL EDUCATION, see United States Department of the Interior, Office of Education.

FEDERAL COUNCIL OF CHURCHES OF CHRIST IN AMERICA, 105 East 22nd St., New York, N. Y., F. Ernest

Johnson, *ex. sec.*, and Benson Y. Landis, *assoc. sec.*

Membership 25 Protestant constituent bodies, with their memberships.

Program: Works toward improvement of social relationships, including interracial, international, and economic relations; not administrative organization, holds conferences of local church leaders to stimulate intelligent discussion of social, economic, and political questions from point of view of Christian ethics; sponsors series of radio broadcasts.

Publications: Federal Council Bulletin, monthly, September to May, \$1; Information Service, weekly except during August, \$2; Johnson, F. E., ed., *The Social Work of the Churches*, cloth, \$1.25; paper, \$1; Landis, B. Y., ed., *Handbook of Rural Social Resources*, \$1; *Our Economic Life in the Light of Christian Ideals*, prepared by a special committee for the Department of Research and Education of Federal Council of Churches, Association Press, cloth, \$1.50, paper, \$.90; Landis, B. Y., *Guide to Literature of Rural Life*, \$.10.

FEDERATED COUNCIL ON ART EDUCATION, Rhode Island School of Design, Providence, R. I., Royal B. Farnum, *dir.*

Membership: Composed of representatives of Eastern Arts Association, Western Arts Association, American Federation of Arts, American Institute of Architects, College Art Association, Pacific Art Association, and Association of Art Museums.

Program: Serves as clearing house of information in field of art education; interested in forwarding all phases of art education, including education of adults, particularly through art museums. **Publications:** Whitford, W. G., *Report of the Committee on Terminology*, \$.50; Clark, A. B., *Report of the Com-*

mittee on Art in the Colleges and Universities, \$.25.

FOLK DANCE SOCIETY, see American Folk Dance Society.

FOREIGN LANGUAGE INFORMATION SERVICE, 222 Fourth Ave., New York, N. Y., Read Lewis, *dir.*

Program: Brings foreign born in touch with schools and other educational opportunities and provides foreign language press with series of educational articles in seventeen languages, dealing with American history and government, art and literature, economic and scientific problems, health and hygiene, etc.; maintains contacts with many societies established by foreign born and assists them in planning educational programs and in working with American educational institutions; through Folk Festival Council promotes courses in folk arts and participation in wide range of folk activities; interprets foreign-born population through releases to English language press, by radio talks, speeches, etc. **Publications:** *Interpreter Releases*, \$10 yr.; *Handbook for Immigrants to the United States*, \$.60; *How to Become a Citizen of the United States*, single copy, \$.25. List of publications on request.

FOREIGN POLICY ASSOCIATION, 18 East 41st St., New York, N. Y., Esther G. Ogden, *sec.*

Membership: 10,500

Program: Carries on research and educational activities to aid in the understanding and constructive development of American foreign policy; functions through discussion meetings, publications, weekly radio broadcasts, institutes, and study groups; branches in nineteen cities; bureau in Washington, D. C. provides close contact with government agencies, supplies material to the re-

search staff, and serves as medium through which findings of research staff are made available to government officials and others.

Publications: Foreign Policy Bulletin, weekly, \$1 per yr., Foreign Policy Reports, published fortnightly, \$.25 each; pamphlet series, \$.15 each. List of publications on request.

GENERAL FEDERATION OF WOMEN'S CLUBS, 1734 N St., N.W., Washington, D. C., Mrs. Edwin James Jones, *chm. com. on ad. educ.*, 1215 Seventh Ave., Worthington, Minn.

Membership. 3,000,000

Program: Cooperates with existing agencies such as libraries, parent-teacher organizations, Y.M.C.A., Y.W.C.A., opportunity schools, etc.; promotes civic education among members; recommends that members organize local adult education councils, form groups to listen to educational radio broadcasts, and otherwise promote local adult education activities; division of fine arts offers illustrated lecture service for small fee; music division furthers program of music in home and community through practical suggestions to local clubs; literature division stresses acquisition of home library.

Publications. List of publications on adult education recommended by Federation sent on request.

GOVERNMENTAL RESEARCH ASSOCIATION, 850 East 58th St., Chicago, Ill., Robert M. Paige, *sec.*

Membership: 125 persons professionally engaged in governmental research.

Program: Serves as clearing house for governmental research problems and as repository and reference point for records of personnel, accomplishments, and activities of members; members are the directors and staff of independently financed citizen agencies usually de-

scribed as "bureaus of governmental research," which investigate municipal, county, and state governments and report findings to community as a whole. *Publications* The Search for Facts in Government, single copies free.

GRANGE OF THE PATRONS OF HUSBANDRY, see National Grange of the Patrons of Husbandry.

INSTITUTE OF INTERNATIONAL EDUCATION, 2 West 45th St., New York, N. Y., Stephen Duggan, *dir.*

Program. Brings number of distinguished foreign scholars to this country every year and circuits them at nominal fee to colleges, universities, civic and adult education organizations.

Publications: List of publications on request.

INSTITUTE OF PACIFIC RELATIONS, AMERICAN COUNCIL, 129 East 52nd St., New York, N. Y., Bruno Lasker, *dir.*

Membership: 300

Program: Cooperates with national and local adult educational organizations and institutions such as the Y.M.C.A., Y.W.C.A., women's clubs, etc., in order to extend their interests in economic, political, and social interdependence with Far East; assists educational agencies with preparation of specific programs and study outlines; issues fortnightly memoranda giving background information on current news from Pacific area; endeavors to improve scholarly resources about countries and people of Pacific area and to improve methods of education in interdependence of this country with other countries of Pacific through stimulation of research and dissemination of literature, and through the press; adult study groups connected with two regional committees in San

Francisco and Chicago, and with the headquarters office.

Publications: Pacific Affairs, bi-monthly, \$2 per yr.; Lasker, Bruno, ed., Problems of the Pacific, 1931, Univ. of Chicago Press, \$4; Barnes, Joseph, Conflict in the Far East, 1932, \$.25 (pamphlet); The Conflict Around Manchuria and America's Part in it: A Study Course in Six Parts for American Women (mimeographed), \$.50, Educational Program of the American Council, Institute of Pacific Relations. List of publications on request.

INSTITUTE OF PUBLIC ADMINISTRATION,
302 East 35th St., New York, N. Y.,
Luther Gulick, *dir.*

Membership: 14 trustees

Program: Gives professional training for postgraduate students, fitting them for work in government research and public administration; assists in collection of material bearing upon civic and governmental problems and in dissemination of such material through interested citizen groups and press; prepares and publishes studies dealing with problems of public administration.

Publications: Buck, A. E., Administrative Consolidation in State Governments, \$.35; Greer, S. O., Bibliography of Public Administration, \$2; Gulick, L. H., Evolution of the Budget in Massachusetts, \$2.50; McCombs, Carl E., City Health Administration, \$5.50. List of publications on request.

INSTITUTE OF SOCIAL AND RELIGIOUS
RESEARCH, 30 Rockefeller Plaza,
New York, N. Y., Galen M. Fisher,
ex. sec.

Program: Applies scientific method to the study of socio-religious phenomena, chiefly in field of organized religion; publishes results of studies, but leaves application of findings to other bodies.
Publications: Douglas, H. Paul, The

Church in the Changing City, \$2.50; Brunner, E. deS., Rural Social Trends, McGraw-Hill, \$4; and other publications.

INSTITUTE OF WOMEN'S PROFESSIONAL
RELATIONS, University of North
Carolina, Greensboro, N. C., Chase
G. Woodhouse, *dir.*

Program: Through compilation and original research collects and disseminates information about women's education and work in modern world; answers specific inquiries from women's clubs, professional organizations, college teachers, etc., staff members give talks before colleges, schools, parent-teacher organizations, civic clubs.

Publications: Women's Work and Education, issued four times a year, \$1.50; annual bibliography of books and magazine articles dealing with women's work and educational issues; monographs on women's occupations.

THE INTERNATIONAL COUNCIL OF RELIGIOUS
EDUCATION, 203 North Wabash Ave.,
Chicago, Ill., Harry C. Munro, *dir.*, *field admin. and adult work.*

Program: Functions as agency through which Protestant denominations share in developing their own educational programs and cooperates in administering certain phases of these programs; supervises training of leaders in adult religious education; denominational programs of adult education reflect work of Council and are based upon it.

Publications: The International Curriculum Guide, Book Four, in preparation. Other publications, issued through denominational channels, include: Parents as Teachers of Christian Living, Westminster Press, \$.15; How May Our Church Become a School in Christian Living? Westminster Press, \$.15. List of publications on request.

JEWISH WELFARE BOARD, 71 West 47th St., New York, N. Y., Harry L. Glucksman, *ex. dir.*

Membership: National organization for 266 Y.M.H.A.'s, Y.W.H.A.'s, Jewish Community Centers, Educational Alliances, and kindred organizations, with total membership of 325,000 of whom approximately 100,000 are adults.

Program: Promotes following activities among constituent societies: open forums, concert lyceums, unit courses of cultural interest, classes in academic, vocational and commercial subjects, classes in citizenship and English for foreigners, mass civic holiday celebrations, dramatics through folk theater, music appreciation through glee clubs, orchestras, choral societies and formal instruction in vocal and instrumental music, art exhibits, applied and fine arts, crafts, and other creative activities, mothers' clubs, "father and son" and "mother and daughter" gatherings, personality courses for women, parental education and child study clubs, reading rooms and libraries; conducts lecture-concert tours and trips to places of historic interest.

State and regional federations of Y.M.H.A.'s and Jewish Community Centers promote oratorical, essay, music, dramatic, and debating tournaments; large number of local organizations sponsor series of lectures and discussions on related themes of current interest. List of publications on request.

KIWANIS INTERNATIONAL, 520 North Michigan Ave., Chicago, Ill., Fred C. W. Parker, *sec.*

Membership: 1,900 clubs

Program: Educational program carried on by local clubs with assistance from international headquarters on program planning; local clubs encourage presentation of talks and discussion on timely

subjects at regular meetings, give support to local libraries, sponsor art exhibitions and assist in building and rebuilding museums, campaign for better moving pictures, assist in promoting recreation programs for communities.

Publications: The Kiwanis Magazine; Outline of United States Citizenship.

KNIGHTS OF COLUMBUS, 45 Wall St., New Haven, Conn., Mark J. Sweany, *ed. dir.*

Program: Has operated correspondence school since 1923, enrollment limited to members of organization and their families; about 3,000 students enrolled annually, 100 courses of study offered in business, civil service, mathematics, English, foreign languages, drafting, blue print reading, engineering, radio, traffic management, and other miscellaneous subjects, mostly of vocational nature, Boy Life Bureau conducts summer classes in training of boy scout executives for volunteer workers for boys' clubs; also sponsors ten-day programs in evening courses for same purpose.

LEAGUE FOR INDUSTRIAL DEMOCRACY, 112 East 19th St., New York, N. Y.; 20 West Jackson Blvd., Chicago, Ill., Harry W. Laidler, *ex. dir.*

Membership. 7,000

Program: Works for "new social order based on production for use and not for profit", organizes lecture series on banking, land, education, race and international relations, etc. in cities of East, South, and Middle West sponsored by local members of League and given by League lecturers; lectures supplemented by discussion groups; radio broadcasts; summer conferences; research and publication, local chapters in colleges and various cities conduct public lectures and discussion groups for unemployed

and others on economics, labor problems, etc.

Publications: List of publications on request.

LEAGUE OF WOMEN VOTERS, see National League of Women Voters

LIONS INTERNATIONAL, 332 South Michigan Ave., Chicago, Ill., Melvin Jones, *sec.*

Membership: 75,955

Program: Carries on program chiefly through local clubs with suggestions on program planning from headquarters offices; programs of local clubs provide for talks and discussions of current events, international affairs, and other educational topics; local clubs promote program work for blind, conduct citizenship classes, and cooperate with libraries and other educational institutions in the community.

Publications: The Lion, monthly.

METHODIST EPISCOPAL CHURCH, SOUTH, General Board of Christian Education, 810 Broadway, Nashville, Tenn., M. Leo Rippey, *dir.*, *div. adult work.*

Program: In 1932, credit certificates issued to 55,918 adults enrolled in Standard Training Schools for completion of courses in social, industrial, and recreational problems and methods, etc.; work included reading of text book, writing of certain number of papers, and attendance at twelve class sessions taught by instructors approved by Board; under Division of Adult Work group meetings of adults for discussion on economic, social and religious problems promoted throughout nineteen states in which Church is working; Editorial Department develops special courses for adults on World Peace, Race Relations, Industry, Parent Education, etc.

Publications: Mumpower, D. L., pamphlets on Leadership Training and

Study in the Adult Division; Rippey, M. L., pamphlets on Recreation in the Adult Division; Schisler, J. Q., pamphlets on Parent Education.

METHODIST PROTESTANT CHURCH, Seminary Bldg., Westminster, Md., F. L. Gibbs, *sec.*

Program: Department of Religious Education, functioning under Board of Christian Education, offers leadership training courses in adult department administration, adult materials and methods, etc.; maintains circulating library of books and pamphlets of assistance in adult teaching, for use of local churches and study groups.

MUSIC SUPERVISORS NATIONAL CONFERENCE, 64 East Jackson Blvd., Chicago, Ill., A. D. Zanzig, *chmn. com. on School Music in Community Life*, 315 Fourth Ave., New York, N. Y.

Membership: 8,000

Program. Members promote interrelation of musical interests and activities of school and community; encourage home-circle singing and playing; attempting to improve choir and congregational singing in churches; promoting idea of playing and singing as recreational and leisure-time activity; fostering active interest in the music of the amateur on the part of professional musicians, composers, artists, conductors, and teachers.

NATIONAL ACADEMY OF VISUAL INSTRUCTION, see National Education Association.

NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION, 60 East 42nd St., New York, N. Y., Levering Tyson, *dir.*

Membership: 65 active; 1,000 associate. *Program:* Serves as clearing house of in-

formation in field of radio in education; studies possibilities of educational broadcasting and broadcasting techniques and issues bulletins of findings; working through committees, organizes series of educational radio broadcasts on government, labor, law, and other subjects of general public interest, issues printed lectures, reading guides, and listener's notebooks to encourage further study of subjects broadcast, expects to organize local groups in communities throughout the U. S. (groups already established in Chicago, Denver, and Buffalo, under auspices of local adult education councils).

Publications. Radio in Education, 1931, 1932, University of Chicago Press, \$3 each; Educational Broadcasting. A Bibliography, University of Chicago Press, \$1.50; Information Series, free, complete list on request; radio lectures, each \$.10, reading guides, \$.10; listeners' notebooks, \$.25. List of publications on request.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, 69 Fifth Ave., New York, N. Y., Walter White, *ex. sec.*

Program. Champions full civil, legal, and political rights for the Negro; maintains speakers' bureau; holds annual meeting. For further information see Organizations in the Field of Public Administration, referred to in note prefacing this section.

NATIONAL ASSOCIATION OF COLLEGE WOMEN, 2028 McCulloh St., Baltimore, Md., Vivian J. Cook, *pres.*

Membership: 500

Program: Adult education program in formative stage, through seventeen branches is spreading idea of adult education by means of lectures to study groups, parent groups, and others.

Publications The Journal of the National Association of College Women, issued annually, \$2.

NATIONAL BUREAU FOR THE ADVANCEMENT OF MUSIC, 45 West 45th St., New York, N. Y., C. M. Tremaine, *dir.*

Program Promotes study of music by publishing study courses, leaflets, pamphlets, etc., sponsors Music Memory Contests, Music Week and other national movements.

Publications. Clark, Kenneth S., Municipal Aid to Music in America, \$2; by same author, Music in Industry, \$2. List of publications on request.

NATIONAL BUREAU OF ECONOMIC RESEARCH, INC., 51 Madison Ave., New York, N. Y., Charles A. Bliss, *ex. sec.*

Membership: 22 directors; large number contributing subscribers.

Program Non-profit, impartial research in economic, social and industrial science; adult education program consists of making reports available to public.

Publications: Twenty-two volumes to date, \$5 each, including Mitchell, Wesley C., Business Cycles: The Problem and its Setting; King, Willford I., The National Income and its Purchasing Power (out of print); Recent Economic Changes, 2 vol. \$7.50, Mills, Frederick C., Economic Tendencies in the United States, \$5.

NATIONAL CATHOLIC WELFARE CONFERENCE, 1312 Massachusetts Ave., N.W., Washington, D. C., John J. Burke, *gen. sec.*

Membership: All Catholic Bishops of the United States and United States dependencies.

Program: Under ecclesiastical super-

vision gives to church and country service in matters that affect church and laity; National Council of Catholic Men and National Council of Catholic Women, both consisting of hundreds of affiliated groups, chief medium for general adult education; Councils make effective through meetings, radio broadcasts, news releases, reports, etc., work of six departments of Conference (education, social action, press, legal, lay organizations, executive), Council's activities include classes for foreigners in Americanization and naturalization under auspices of National Committee on Immigration; organization of parent-teacher groups, in connection with parochial schools, by committee on Catholic parent-teacher associations, joint committee on peace prepares outline studies on international peace problems; Latin American bureau disseminates information and maintains study service, makes available boys' welfare programs and prepares and furnishes outlines, bibliographies, and other aids for study clubs; bureau on family life conducts studies on the home.

Publications: Catholic Action, monthly, \$2. List of publications on request.

NATIONAL COMMISSION ON THE ENRICHMENT OF ADULT LIFE OF THE NATIONAL EDUCATION ASSOCIATION, see National Education Association.

NATIONAL COMMITTEE FOR MENTAL HYGIENE, INC., 450 Seventh Ave., New York, N. Y., C. M. Hincks, *gen. dir.*

Program: Works directly and through its affiliated state societies and local committees for conservation of mental health, for reduction and prevention of mental and nervous disorders, and for the improved care and treatment of those suffering from mental diseases. For further information see Social

Work Year Book, referred to in note prefacing this article.

NATIONAL COMMITTEE ON EDUCATION BY RADIO, 1201 Sixteenth St., N.W., Washington, D. C., Tracy F. Tyler, *sec.*

Membership. 9

Program. Works with educational broadcasting stations; gathers from educational groups talks on adult education and makes them available to educational broadcasting stations to be used in their programs; collects information relative to use by educational groups and organizations of radio facilities; furnishes speakers for educational meetings to discuss problems, value, and uses of radio for educational purposes; sends representative to all international radio conventions to keep in touch with international problems, has made both state and national surveys in field of radio education; distributes publications of various organizations helpful to those engaged in radio education.

Publications: An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities; Education by Radio, sent free on request.

NATIONAL CONFERENCE OF JEWS AND CHRISTIANS, 289 Fourth Ave., New York, N. Y., Everett R. Clinchy, *dir.*

Membership: 1,500

Program: Aims to advance "justice, amity and understanding between Catholics, Jews, and Protestants in America"; conducts seminars in larger cities at which members of these three religious groups meet at round tables to discuss problems in mutual relationships and areas of common interests and ideals; educates to allay prejudices based on culture group antipathies, and to nurture American principles of religious liberty and cooperation; promotes for-

mation of civic, community, and college study groups toward development of catholicity of acquaintance and affections; arranges exchange lectureships between Jewish and Christian schools;

Oakland, Berkeley, Seattle, Denver, St. Louis, Kansas City, Mo., Cleveland, Syracuse, New York, Providence, Boston, Baltimore, Memphis, and smaller cities have permanent inter-group councils whose programs include speakers' service, local parleys of Catholics, Jews, and Protestants who discuss conflicts and areas of cooperation and stand ready to take appropriate action in emergency social situations.

Publications: Monthly information folder; Bulletin to Members, \$2 and up; Seminar Reports, \$.50, Barnes, Harry Elmer and others, *The Causes and Cure of Prejudice*, free for postage; Shuster, George M., *Why Be Tolerant?* free for postage. List of publications on request.

NATIONAL CONFERENCE OF SOCIAL WORK, 82 North High St., Columbus, Ohio, Howard R. Knight, *gen. sec.*

Program: Members representing family case work, mental hygiene, and social problems in various industrial and economic fields meet yearly to discuss problems and methods of practical human improvement. For further information see *Social Work Year Book*, referred to in note prefacing this article.

NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS, 20 Boulevard, N.E., Atlanta, Ga., Mrs. H. R. Butler.

Membership: 16,000 parents and teachers of colored children in states maintaining separate schools for Negroes.

Program: Promotes child welfare and parent education through home, school, church, and community.

Publications: Distributes free, publications of National Congress of Parents and Teachers; *Our National Family*, free.

NATIONAL CONGRESS OF PARENTS AND TEACHERS, 1201 Sixteenth St., N.W., Washington, D. C., W. Elwood Baker, *gen. sec.*

Membership: 1,393,454

Program: Promotes education of adults in all fields pertaining to education and welfare of children; works directly through parent-teacher associations, study groups, conferences, resident and correspondence courses, classes and publications; indirectly through preparation of programs for various meetings, co-operative relationships with educational institutions, school staff and officials, public officials and leaders in fields of education and social welfare;

Twenty-two thousand local groups carry on parent education through local and state-wide conferences, institutes, classes, and study groups; promote teaching of parent education in colleges and universities, in classroom, and through university extension courses.

Publications: *Parent Education Yearbooks*, I, II, III, \$1 each; *A New Force in Education*, \$1; *Education for Home and Family*, \$2; *Homemaking*, \$1; *Child Welfare Magazine*, 10 issues, \$1; *Annual Proceedings of National Congress of Parents and Teachers*, \$3. List of publications on request.

NATIONAL COUNCIL OF CATHOLIC MEN, see *National Catholic Welfare Conference*.

NATIONAL COUNCIL OF CATHOLIC WOMEN, 1312 Massachusetts Ave., N.W., Washington, D. C., Agnes G. Regan, *ex. sec.*

Program: Carries on extensive educational program through 2,000 affiliated

organizations which base their programs on detailed monthly study outlines devised by local committees or Study Club Committee at Headquarters; clubs are directly affiliated with Headquarters through diocesan chairmen who keep in touch with Consultant and National Chairman of Study Clubs at Headquarters, club study programs include consideration of community, county, state, national, international, social, political, educational, and religious problems.

Publications N.C.C.W. Monthly Message, mimeographed, free to all affiliated organizations. List of educational material, books and pamphlets on request.

NATIONAL COUNCIL OF JEWISH WOMEN,
625 Madison Ave., New York, N. Y.,
Mary G. Schonberg, *ex. sec.*

Membership: 40,000

Program: Headquarters officers advise and guide local sections in selection of material for study courses; also advise local sections in organization of English and citizenship classes for adult foreign-born women, providing suitable textbook material for this work, two hundred local sections conducting adult education programs in international relations, Jewish history, civics, social legislation, child study and parent education, the drama, music, etc.

Publications: News Letter for members. List of educational material, books and pamphlets on request.

NATIONAL COUNCIL OF PARENT EDUCATION, 60 East 42nd St., New York, N. Y., Ralph P. Bridgman, *dir.*

Membership: 70 educational, mental hygiene, and welfare organizations, the programs of which include family or parent education activities; individual professionals also may affiliate with Council.

Program: Serves as consultant counselor to administrators, local committees of laymen, and composite community groups, upon the development, administration, and coordination of family and parent education activities, serves as clearing house of information about methods and materials for family and parent education; provides for parent education workers, through local institutes and conferences, periodical publications, and biennial national conferences; forums for the discussion of professional problems; provides supervision and guidance, upon request, for experiments with methods or materials, for programs of leadership training, and for programs of research in family relationships and parent education.

Publications: For professional workers in parent education, and for teachers of family and parent education material in secondary schools and colleges, such titles as Thurston, Flora M., and E. C. Lindeman, Problems for Parent Educators, Volume I, \$.50; Volume II, \$.50; Thurston, Flora M., Bibliography on Family Relationships, \$2. List of publications on request.

NATIONAL COUNCIL OF WOMEN OF THE UNITED STATES, 4 Park Ave., New York, N. Y., Lena Madesin Phillips, *pres.*

Membership: 32 national women's organizations.

Program: Serves as clearing house for member organizations; works through committees on child welfare, art, music, letters, education, economics, prison reform, permanent peace, international relations, etc.

Publications: History of the Achievements of Organized Womanhood, \$2.50; The Councillor, monthly, free to members.

NATIONAL COUNCIL ON NATURALIZATION AND CITIZENSHIP, 4 West 93rd St., New York, N. Y., Ruth Z. Bernstein, *sec.*

Membership: 200

Program: Gathers information on educational requirements for naturalization and on the facilities for providing such education developed by various communities; nation-wide study of educational requirements for naturalization nearly ready for publication.

Publications: Educational Requirements for Citizenship, in preparation.

NATIONAL EDUCATION ASSOCIATION, Department of Adult Education, 1201 Sixteenth St., N.W., Washington, D. C., Mary L. Guyton, *pres.*, Dept. of Adult Education, 217 State House, Boston, Mass.

Program: Studies progress of adult education, keeps members of N.E.A. informed of new trends; meets for discussion at annual meeting of N.E.A. and at meeting of Department of Superintendence; members of executive committee cooperate closely with the National Commission on the Enrichment of Adult Life of the N.E.A. (q.v.).

NATIONAL EDUCATION ASSOCIATION, National Commission on the Enrichment of Adult Life, 1201 Sixteenth St., N.W., Washington, D. C., James A. Moyer, *pres.* State House, Boston, Mass.; James E. Rogers, *sec.* National Recreation Association, 315 Fourth Ave., New York, N. Y.

Membership: 50

Program: Concerned with avocational education, the interests, hobbies and pursuits of people in off-day and off-work time; works through teaching profession in advancing plans for wiser use of leisure, including programs of art, music, nature study, handicraft,

etc., cooperates with American Library Association, National Congress of Parents and Teachers, and other national agencies operating in field for enrichment of adult life; twenty-nine state commissions (see p. 50 for complete list) affiliated with state departments of education and state teachers' associations promote programs in respective states.

Publications: Proceedings of Annual Meetings (published in Interstate Bulletin—Adult Education); Program Suggestions for the Enrichment of Adult Life, \$.10; Stearns, William F., Adult Education in Massachusetts (in cooperation with the American Association for Adult Education) \$.10; Clark, E. Everett, Adult Avocational and Educational Advisory Services, \$.10.

NATIONAL EDUCATION ASSOCIATION, Department of Visual Instruction, 1812 Illinois St., Lawrence, Kan., Ellsworth C. Dent, *sec.*, Bureau of Visual Instruction, University Extension Division, University of Kansas, Lawrence, Kan.

Program: Serves as clearing house of information for organizations and individuals interested in improvement of instruction through use of visual and other sensory aids to instruction; promotes research in materials and methods of visual instruction.

Publications: The Educational Screen and Visual Instruction News, \$2; The Annual Visual Instruction Directory, \$1.50; special reports and bulletins.

THE NATIONAL EXCHANGE CLUB, Huron Bldg., Toledo, Ohio, Herold M. Harter, *sec.*

Membership: 40,000

Program: Fosters exchange of ideas among business and professional men in service to community, state, and nation; carries on program chiefly through community and state clubs, directed by na-

tional headquarters; local clubs hold weekly meetings featuring speakers on current events, science, world affairs, commerce and industry, etc.; sponsors National Community Week, to encourage citizens to improve physical appearance of city, to study history, government, and public institutions of city and to promote child welfare, promotes program of citizenship training through publications, and cooperation with other local and national organizations.

Publications· The Exchangite, \$2 per member per year.

NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, INC., 1819 Broadway, New York, N. Y., Emily R. Kneubuhl, *ex. sec.*

Membership· 50,000 members in 1,300 clubs.

Program· Under leadership of national, state, and local committee chairmen, working through headquarters staff, carries on program of activities in field of education, public relations, international relations, and health; has concentrated on leadership in economic thinking; sponsors discussion groups on economics, forums, and study courses in local clubs; maintains cooperation with local agencies, such as schools, libraries, and civic groups.

Publications· Independent Woman, monthly, \$1.50.

NATIONAL FEDERATION OF JEWISH MEN'S CLUBS, 531 West 123rd St., New York, N. Y., Joseph Miller, *chmn.*, *educational committee.*

Program· Carries on extensive program of adult education through local clubs whose educational activities range from formal study groups to writing and acting of dramatic productions; parent education stressed; program suggestions issued by headquarters office for use of local clubs.

NATIONAL FEDERATION OF MUSIC CLUBS, Music Clubs Magazine Office, Music Department, Cornell University, Ithaca, N. Y., Mrs. John Alexander Jardine, *pres.*, 1112 South Third Ave., Fargo, N. D.

Membership· 5,000 musical organizations.

Program· Advances musical education through club programs, study, and concerts of high standard; sponsors radio broadcasts featuring American composers and using American artists; promotes nation-wide movement for formation of small amateur ensemble groups to revive home music; attempting to "carry over" music in schools to community by encouraging graduates to form orchestras, choruses, etc.; sequential program outlines for music clubs on request.

Publications· National Course of Study. Information on request. Music Clubs Magazine, monthly, \$1 per yr.

NATIONAL FEDERATION OF SETTLEMENTS, Christodora House, 147 Avenue B, New York, N. Y., Lillie M. Peck, *asst. sec.*

Membership· 154 individuals and organizations.

Program· Gathers information on significant experiments in educational and recreational work for adults carried on in settlements and makes information available to members; conferences and discussion groups of leaders on projects for adults conducted and reports of conferences circulated.

Publications· Neighborhood, a settlement quarterly, \$2; Simkhovitch, Mary K., The Settlement Primer, \$.75. List of publications on request.

NATIONAL GRANGE OF THE PATRONS OF HUSBANDRY, 970 College Ave., Columbus, Ohio, Louis J. Taber, *master.*

Membership· 800,000

Program· Assists state and local granges

located in 33 states in formulating programs; maintains information and service departments for members; weekly meetings of local granges provide for educational lecture hour including discussion on current topics, book reviews, music, debates, etc., in charge of the "lecturer"; economic questions dealing with production, marketing, transportation, taxation, etc., emphasized; some local granges have reading and study clubs, regional conferences and national and state handbooks assist lecturers in planning programs.

Publications Monthly Clip Sheet, free for postage; The National Grange Monthly, \$.50 per yr.

NATIONAL HEALTH COUNCIL, INC., 450
Seventh Ave., New York, N. Y.,
Thomas C. Edwards, *bus. mgr.*

Membership: 20 organizations and individuals interested in study of health.

Program: Advances health throughout the nation by assisting various members of the Council in their respective health promotion activities; maintains reference and lending library. For further information see Social Work Year Book, referred to in note prefacing this article.

NATIONAL HOME STUDY COUNCIL, 839
Seventeenth St., N.W., Washington,
D. C., J. S. Noffsinger, *dir.*

Membership 37 institution members

Program: Inspects and approves courses of instruction offered by private correspondence schools; maintains a cross reference index of all correspondence courses available within the United States, including those offered by colleges, universities, theological seminaries, private and normal schools; maintains service department to advise organizations or individuals where approved correspondence courses in any given subject may be secured; acts as

clearing house of information for correspondence schools for purpose of creating sound educational standards and ethical business practices within the correspondence school field.

Publications The Home Study Blue Book, free.

THE NATIONAL INTERDENOMINATIONAL
MINISTERIAL ALLIANCE OF AMERICA,
INC, Washington, D. C., C. L. Russell, *pres.*, 1924 Sixth St., N.W.,
Washington, D. C.

Membership: 1,500

Program Organized to bring together colored ministers of all denominations in America for purpose of encouraging interracial good will, of raising educational and moral standards of the people; endeavors to aid colored people in their social, economic and civil aspirations.

NATIONAL KINDERGARTEN ASSOCIATION,
8 West 40th St, New York, N. Y.,
Bessie Locke, *ex. sec.*

Program Stimulates interest in parent education; promotes the extension of kindergarten education; prepares articles on behavior problems for nationwide release in newspapers and other publications free of charge.

Publications Series of articles on home education, free.

NATIONAL LEAGUE FOR AMERICAN
CITIZENSHIP, 405 Lexington Ave.,
New York, N. Y., Harold Fields, *dir.*

Membership: 600

Program: Maintains nine local branches in Greater New York and almost three hundred associated branches throughout the country through which personal instruction is given, where necessary, to applicants for citizenship in the fields

of government, civics, history, and English; speakers sent to various organizations of native-born and foreign-born groups to interest them in Americanization programs for the foreign-born and also in problem of Americanization itself.

Publications. Questions and Answers of Interest to Aliens Preparing for Naturalization, \$.10.

NATIONAL LEAGUE OF WOMEN VOTERS,
532 Seventeenth St., N.W., Wash-
ington, D. C., Beatrice H. Marsh, *ex*
sec.

Program. Bases program on need of women as citizens for accurate and unbiased information on the problems of government; believes continuing political education necessary to success of democratic form of government; under four main headings—Efficiency in Government, Legal Status of Women, Public Welfare in Government, and International Cooperation to Prevent War—subjects relating to nominations and elections, structure and functions of government, public finance, child welfare, school administration and finance, government as it affects living costs, women in industry, social hygiene, laws affecting women in the exercise of public and private rights, international cooperation to prevent war are selected in convention for study and support; study methods used by local groups include study groups and round tables, voters' schools, institutes of government and politics, public meetings, observations through fact-finding groups who visit local legislative bodies and public institutions, and conferences with public officials on community undertakings.

Publications: Approximately 175 publications covering program range; yearly subscription covering all new publications, \$3. List of publications on request,

NATIONAL MUNICIPAL LEAGUE, 309
East 34th St., New York, N. Y.,
Russell Forbes, *sec.*

Membership. 2,500 individuals

Program: Promotes efficient and democratic government in city, county, and state; maintains information service; supplies speakers and consultants to official bodies and citizens' organizations; through research committees forms a national clearing house on government subjects; Committee on Citizens' Councils for Constructive Economy promotes formation of Citizens' Councils to unite civic groups in their common aim to achieve economy in local government without sacrifice of essential services; cooperating with Committee on Civic Education by Radio of the National Advisory Council on Radio in Education and the American Political Science Association in broadcasting series of programs on "You and Your Government."

Publications: National Municipal Review, monthly, \$5.

NATIONAL MUSIC LEAGUE, INC., 113
W. 57th St., New York, N. Y.,
Harold V. Milligan, *sec.*

Program: Provides programs of chamber music, opera, symphonies, etc. on non-profit basis to schools throughout country; has served 750,000 students in seven years; plans to extend program to include parents and other adults.

NATIONAL OCCUPATIONAL CONFERENCE, 522 Fifth Ave., New York,
N. Y., Franklin J. Keller, *dir.*

Membership. 67

Program: Concerned with all aspects of occupational adjustment and with co-operative efforts to study the problem; assembles and makes available through publications information about occupations; provides a consulting service for educational institutions, libraries, and

other interested organizations regarding methods of using materials published, theory and practice of vocational guidance, and results of research in occupational adjustment and vocational education; program for adults as well as for adolescents.

Publications. Bingham, Walter V., Occupational Trends in New York City, \$.50; Occupations, monthly from October to June, \$3.50 per yr., single copies, \$.50.

NATIONAL PARK SERVICE, see United States Department of the Interior.

NATIONAL PARKS ASSOCIATION, George Washington University, 700 20th St., N.W., Washington, D. C., Lorne W. Barclay, *dir.*

Membership: 750

Program: Carries on adult education program in interest of highest development and wisest use of national parks; aims to inform citizens of educational potentialities of national parks.

Publications: The National Parks Bulletin, \$.3. List of publications on request.

NATIONAL PERSONNEL SERVICE, 32 Waverly Place, New York, N. Y., Anna Y. Reed, *ed. dir.*

Program: Offers advisory service to unemployed adults with college interests and ability in connection with the Student Personnel Bureau of New York University, maintains information service on personnel subjects, promotes the training of leaders in personnel; conducts, or aids in conducting, personnel researches.

Publications: Charters, W. W., Analysis of Secretarial Duties and Traits, Baltimore, Williams and Wilkins, \$.25 and postage; Reed, Anna Y., Human Waste in Education, Century, \$.3; The Young

Man and His Career series, prepared by the students of New York University under direction of staff of Personnel Service and distributed by Kiwanis Club of New York City, free.

NATIONAL RECREATION ASSOCIATION, 315 Fourth Ave., New York, N. Y., Howard S. Braucher, *sec.*

Membership: 8,500

Program: Helps to educate individuals and groups of individuals and communities as to ways to develop recreation resources, skill, and powers, includes in program promotion of games, athletics, music, drama, arts and crafts, nature activities, gardening, rhythmic activities, and social recreation; offers advisory and consulting service; district field workers available for service; local groups promote all forms of recreation; field service given 467 cities and correspondence service given 5,824 communities in 1932.

Publications: Jacks, L. P., Education Through Recreation, \$1.50; Community Drama, \$.2; Zanzig, Augustus D., Music in American Life, \$3.50; Program Suggestions for the Enrichment of Adult Life in cooperation with the National Commission on the Enrichment of Adult Life of the National Education Association, free. List of publications on request.

NATIONAL REHABILITATION ASSOCIATION, 612 North Michigan Avenue, Chicago, Ill., John A. Lapp, *dir.*, Oscar Sullivan, *pres.*

Membership: 600

Program: Interested in all phases of rehabilitation, particularly vocational rehabilitation; holds annual conference; conducts field service; carries on legislative campaigns for rehabilitation programs in the state and nation.

Publications: News Letter.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC., 450 Seventh Ave., New York, N. Y., Eleanor P. Brown, *sec.*

Membership 2,282

Program. Carries on program through pamphlets, press, films, stereopticon slides, addresses, field work, correspondence, personal interviews, etc., conducts educational and promotional activities for prevention of avoidable blindness and conservation of vision at school, at work, at home, and at play; cooperates with official volunteer health, educational, and industrial agencies.

Publications: Resnick, Louis, and Lewis H. Carris, *Eye Hazards in Industrial Occupations*, \$1.50; Snow, William F., *Social Hygiene and Prevention of Blindness*, \$.10. List of publications on request.

NATIONAL SOCIETY OF PENAL INFORMATION, see Osborne Association.

NATIONAL THEATRE CONFERENCE, 119 West 57th St., New York, N. Y., Edith J. R. Isaacs, *sec.*

Program. Serves as cooperative medium for exchange of ideas and collective service among theaters of country, including all types—professional, semi-professional, amateur, experimental, university, and school, encourages development and presentation of original plays in member theaters; encourages development of theater libraries; helps define status and policies of community theaters; hopes to create more and better avenues of employment.

Publications: Gilder, Rosamond, *A Theatre Library*, \$1; McCandless, Stanley R., *A Method of Lighting the Stage*, \$1.50; Pawley, F. A., *Theatre Architecture*, \$.50.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION, Indiana University, Bloomington, Ind., W. S. Bittner, *sec.*

Membership 47 institution members.

Program. Official organization through which colleges and universities engaged in educational extension work confer for advancement of ideals, methods, and standards, research conducted by special committees, promotes special projects requiring interstate cooperation; gives advisory and information services through office of secretary,

Local and regional university extension and adult education activities include: formal and informal class instruction for part-time college students and others in academic, cultural, and vocational courses conducted in various communities, correspondence instruction; reading courses, lectures; radio and visual instruction; cooperation with state and other organizations in promoting health, child welfare, art, and civic interests.

Publications Proceedings of annual conferences, 1915-32, \$1 each; Reprints of articles on university extension; Lindley, E. H., *The Spirit of Learning*, free, Orvis, Mary B., *University Extension and the Library*, free.

NATIONAL URBAN LEAGUE, 1133 Broadway, New York, N. Y., Eugene Kinckle Jones, *ex. sec.*

Program. Aims to improve lives of urban Negroes; endeavors to insure that Negroes benefit proportionately in all community welfare programs; cooperates in adult education experiments in Harlem and in Atlanta (see p. 126); branches conduct adult education classes, organized according to vocational interest (elevator operators in Pittsburgh; domestic employees in St. Louis; janitors' schools in Kansas City and New York City).

Publications: *Opportunity*, monthly,

\$1.50, The Color Line Series, three issues, \$.60. List of publications on request.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, 21 Lawrence Hall, Harvard University, Cambridge, Mass., Fred C. Smith, *ex. sec.*

Membership: 1,500

Program. Studies vocational guidance problems, assists local communities in developing vocational guidance programs; attempts to provide vocational guidance for youths and adults through stimulating interest in subject on part of service clubs, social agencies, business, industry, schools, etc.

Publications: Occupations, the Vocational Guidance Magazine, monthly, published in cooperation with the National Occupational Conference, October to May, \$3.50; Opportunities for Scientific Analysis in Guidance in Greater Boston, free; Adult Education in Massachusetts, free; The Principles and Practice of Vocational Guidance, \$.05.

OPEN FORUM NATIONAL COUNCIL, Little Bldg., 80 Boylston St., Boston, Mass., George W. Coleman, *chmn.*

Program: Promotes the forum movement in the United States; maintains non-profit-making Open Forum Speakers' Bureau to enable local forums to secure suitable speakers at moderate cost; Bureau can supply information about 300 tested forum speakers.

THE OSBORNE ASSOCIATION, combining National Society of Penal Information, Inc., and Welfare League Association, Inc., 114 East 30th St., New York, N. Y., William B. Cox, *ex. sec.*

Membership. 2,197

Program Collects and disseminates information in the field of penology to stimulate constructive public opinion

and to supply penal officials with information; seeks to promote effective educational and library programs for adult offenders in penal institutions; supplements educational work in number of penal institutions by offering free correspondence courses in cultural and vocational fields to selected prisoners.

Publications MacCormick, Austin H., The Education of Adult Prisoners, \$2 50.

PERSONNEL RESEARCH FEDERATION, INC., 29 West 39th St., New York, N. Y., Walter V. Bingham, *dir.*

Membership. Federated organizations, 34; individuals, 195.

Program Conducts scientific studies of man in relation to his occupations and his education therefor, and disseminates information concerning this relation, maintains clearing house for research information within its field, publishes service bulletin and technical magazine; organizes conferences; helps young investigators to plan and carry on their researches; through contact with members and non-members avoids unnecessary duplication of effort and focuses attention on essential problems of occupational orientation and adjustment in school and industry.

Publications. Bingham, Walter V. and Freyd, Max, Employment Psychology: A Manual for Developing Scientific Methods of Vocational Selection, \$3; Bingham, Walter V. and E. V. Moore, How to Interview: A Manual for Counselors, Employment Managers, Social Workers and Educators, \$4; Bingham, Walter V., Educational Psychology Today, \$1.60; Personnel Journal, \$5.

POLISH NATIONAL ALLIANCE OF NORTH AMERICA, Educational Department, 1406-08 West Division St., Chicago, Ill., Vladimir Krawczewski, *ed. dir.*

Membership: 300,000

Program. Subsidizes 214 schools

throughout United States (enrollment, 16,500) and supports 84 libraries, furnishing them with money and literature; conducts evening school offering adults instruction in Polish language, grants scholarship loans to poor students, subsidizes dramatic clubs, singing societies, and promotes other educational activities.

PRESBYTERIAN CHURCH IN THE UNITED STATES, Committee of Religious Education and Publication, Box 1176, Richmond, Va., J. E. Purcell, *dir. adult division and men's work*, Committee on Women's Work, 305 Henry Grady Bldg., Atlanta, Ga. Janie W. McGaughey, *sec., women's work*.

Program. General Assembly, in May 1933, adopted outline for adult education program for local churches; headquarters carry on extensive nation-wide educational program for men and women, chiefly through publication of monthly outlines containing explicit directions for conducting combined religious and educational programs, including discussion of such topics as The Citizen's Responsibility for Conditions in the State.

Publications: Programs and Service Suggestions for the Department of Men's Work in Local Churches, single copy, free; Committee on Women's Work publishes Year Book of Programs for the Women's Auxiliary, also organizational literature presenting Auxiliary-Circle Plan, suggesting study and activities for individual members under direction of Auxiliary Presidents, Circle Chairmen and other officers. List of publications on request.

PRESBYTERIAN CHURCH IN THE UNITED STATES OF AMERICA, Board of Christian Education, Witherspoon Bldg., Philadelphia, Pa., E. P. Westphal, *dir. adult education and men's work*,

Mary Amelia Steer, *dir., women's work*.

Program. Adult education program developed by Adult Age Group Committee of Curriculum of Board of Christian Education; program and study materials provided for use of adult classes, discussion and forum groups, for men's and women's societies and clubs, as well as for individual study and reading; stress laid upon Christian principles in personal, social, and economic life, and in interracial relationships, better trained church leadership and an enlarged parent education program, two directors give help to pastors and leaders of all adult church activities.

Publications: Materials for the Adult Program in Your Church, free, Study and Discussion Courses for Adult Groups, list of study courses, free; Program and Study Units for Adult Work in the Local Church, and others. List of publications on request.

PROGRESSIVE EDUCATION ASSOCIATION, 716 Jackson Place, Washington, D.C., Frederick L. Redefer, *ex. sec.*

Membership: 5,000

Program: Serves as clearing house for information about progressive schools; assists parents and others in introduction of progressive education principles; works through national committees; organizes annual and regional meetings, summer institutes; broadcasts radio talks; provides speakers on request; organizes and assists study groups; regional branches in Pittsburgh, Buffalo, and in Croton-on-Hudson, N. Y.

Publications: Progressive Education, monthly, October to May, \$3.

RELIGIOUS EDUCATION ASSOCIATION, 59 East Van Buren St., Chicago, Ill., J. M. Artman, *gen. sec.*

Membership: 2,300

Program: Cooperates with leaders of all

church and educational groups through publications, conventions, and conferences in interests of moral and religious education; fosters research in field; regional chapters in New England, New York, Baltimore, Washington, Atlanta, St. Paul, Minneapolis, Nashville, Southern California, Syracuse, and Chicago. *Publications*: Religious Education, quarterly, \$5 per yr.; research monographs. List of publications on request.

RELIGIOUS MOTION PICTURE FOUNDATION, 140 Nassau St., New York, N. Y.

Program. An interdenominational and non-sectarian organization established in 1925, operated by the Harmon Foundation, endeavoring to meet the needs of the church by making available a group of educational and inspirational films, designed as supplements to the service of worship, study group, or Sunday School class, outlines sent with each film on request, with suggestions for musical selections, sermons, and subjects for discussion.

ROTARY INTERNATIONAL, 211 West Wacker Drive, Chicago, Ill., Chesley R. Perry, sec.

Membership. 147,000

Program. Encourages discussion of topics of current interest of an educational nature at meetings of local clubs; participates in annual Education Week; has adopted program designed to eradicate illiteracy, cooperates with existing educational agencies, such as civic welfare groups, boys' work organizations, libraries, schools, etc.; carrying on "rural-urban acquaintance" campaign to bring about better understanding between the two groups, has vocational guidance program.

Publications: Community Service Activities: Suggestions to Rotary Clubs, free; The Public Library, a Fundamental

Need, free, Rural-Urban Program Suggestions, free; Vocational Guidance—Definitions, free. List of publications on request.

RUSSIAN CONSOLIDATED MUTUAL AID SOCIETY OF AMERICA (ROOVA), 315 East 10th St., New York, N. Y., B. M. Benzin, sec.

Membership: 81 local branches in United States and Canada.

Program. Conducts classes for adults, choruses, dramatic clubs, etc.; headquarters sends lecturers throughout United States and Canada to speak on educational and cultural themes each year.

SCIENCE SERVICE, INC., 21st St. and Constitution Ave., Washington, D. C., Watson Davis, ed. sec.

Program. Popularizes scientific subjects; prepares news releases, magazine articles, radio talks, phonograph records for laymen on scientific matters; holds conferences; information sent to newspapers reaches 5,000,000 readers daily.

Publications: Science News Letter, weekly, \$5 per yr.

SLOVENE NATIONAL BENEFIT SOCIETY, 2657-59 South Lawndale Ave., Chicago, Ill., Vincent Cainkar, pres.

Program: Conducts occasional lectures; local lodges sponsor classes, choruses, dramatics, etc.

Publications. Prosveta, daily. List of publications on request.

SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE, 401-02 Grace American Bldg., Richmond, Va., O. Latham Hatcher, pres.

Membership: 550

Program. As research and service agency concerned with need of rural young

people for educational and vocational guidance, acts as clearing house of useful information in this connection; uses its research and experimentation as basis for demonstration to educators and others of locally adjusted guidance programs; supplies rural guidance subject matter, upon request, to discussion leaders, teachers' colleges, colleges, universities, county superintendents, rural school principals and teachers, state boards of education, state, Federal, and other interested agencies; holds national, state, regional, and local conferences; cooperates in program-making for other meetings; holds round tables and forums, conducts study groups and institutes; provides speakers for national and local conferences, churches, etc., prepares and publishes books, bulletins, magazine articles, etc.; branches in New York, Chicago, and Richmond, composed chiefly of lay members for interpreting and supporting the work; discussion group method followed by them. *Publications:* Guiding Rural Boys and Girls, McGraw-Hill, \$2.50; Rural Girls in the City for Work, Garrett & Massey, \$1.75; Occupations for Women, third edition in preparation. List of publications on request.

SPECIAL LIBRARIES ASSOCIATION, 345
Hudson St., New York, N. Y., Rebecca B. Rankin, *sec.*

Membership: 1,500

Program: Organizes and disseminates information of value to special libraries and other research organizations; constituent members give advisory and consulting service, supplemented by suitable books, and furnish information about local adult education activities; affiliated with American Library Association, (q.v.).

Publications: Special Libraries, ten issues, \$5. List of publications on request.

STEBEN SOCIETY OF AMERICA, 369
Lexington Ave., New York, N. Y., John Tjarks, *sec.*

Program Classes in civics, history, political science, and economics conducted in all units and branches of Society.

THE UNION OF AMERICAN HEBREW CONGREGATIONS, see Commission on Jewish Education.

UNITED CHRISTIAN MISSIONARY SOCIETY, 2700 Pine St., St. Louis, Mo., T. T. Swearingen, dir. leadership training.

Program: Department of Leadership Training prepares and issues publications for leaders in cooperation with the International Council of Religious Education; gives aid and suggestions to members concerning the maintenance of adult departments in local churches.

UNITED LUTHERAN CHURCH IN AMERICA, 1228-1234 Spruce St., Philadelphia, Pa., S. White Rhyne, sec.

Program Parish and Church School Board conducts adult education work through the regular literature for church schools and through leadership training activities; promotes courses in summer schools and conferences in twelve different states on various types of adult education.

UNITED STATES BUREAU OF PRISONS, Department of Justice, Washington, D. C., Austin H. MacCormick, asst. dir.

Program: Organizes and supervises educational and library program for 13,000 adult prisoners in nineteen Federal penal and correctional institutions; in-

cludes not only fundamental academic education and vocational training, but also courses having purely cultural value, trained personnel employed and standard methods used; about 4,000 prisoners voluntarily enrolled for educational work.

Publications. Occasional mimeographed pamphlets issued, such as, Educational Program of the United States Industrial Reformatory, Chillicothe, Ohio, July, 1932, free; Conrad, L. R., The Educational Status of 2,056 Men from 48 States as Measured by the New Stanford Achievement Test, January, 1933, free; Chancellor, John, Available Reading Material for Native Born Adult Illiterates and Near Illiterates, free.

UNITED STATES DEPARTMENT OF AGRICULTURE, Extension Service, Washington, D. C., C. W. Warburton, *dir.*

Program. Cooperates with the state extension service in every state; aims to bring about more satisfying country life involving rural economic welfare, home improvement, family life, health, recreation, use of leisure, socio-civic relations and community betterment; program advanced through research, publications, conferences, demonstrations, group meetings, and use of trained local leaders, maintains close cooperation with other agencies interested in betterment of country life; programs vary state by state, county by county, community by community, depending on local needs.

Publications. Extension Circulars, United States Department of Agriculture; The Extension Service Review, monthly, \$.05 per copy, \$.50 per year, Report of Extension Work in Agriculture and Home Economics in the U. S., 1932, \$.10; Statistical Summaries of Results of Cooperative Extension Work, mimeographed, free of charge. List of publications on request.

UNITED STATES DEPARTMENT OF THE INTERIOR, National Park Service, Washington, D. C., H. C. Bryant, *asst. dir.*

Program Gives naturalist and historical service to help the national park visitor to an understanding and appreciation of the chief features of a park by means of guided field trips, lectures, and museum exhibits.

Publications Glimpses of Our National Parks, free, Glimpses of Our National Monuments, free, circular of general information on each national park, free. Information about other publications on request.

UNITED STATES DEPARTMENT OF THE INTERIOR, Office of Education, Washington, D. C., George F. Zook, *comm. of education*, L. R. Alderman, *principal specialist in adult education*.

Program Department administers emergency program of education conducted with Federal Emergency Relief Funds, in 1933 functions of Federal Board for Vocational Education were transferred to Department which now administers Vocational Education (Smith-Hughes) Act of 1917, under which Federal financial aid is granted to states for reimbursement in part of expenditures by state and local communities for salaries of vocational teachers in public schools offering vocational courses in agriculture, home economics, trade, and industry of less than college grade to pupils of 14 years and older; Act provides for maintenance of vocational teacher training; administers acts supplementary thereto, including George-Reed Act of 1929 under which additional funds are available for reimbursement in part of expenditures by state and local communities for salaries of vocational teachers of classes in agricultural and in home making pursuits, administers Vocational

Rehabilitation Act of 1920, providing Federal funds for reimbursement in part of expenditures in state for vocational rehabilitation of civilians disabled in industry or otherwise and for their return to remunerative employment; administers vocational rehabilitation program in District of Columbia; assists states in developing vocational programs and programs for vocational rehabilitation,

Specialist organizes and directs various research studies in adult education, including surveys of state, county and city systems of adult education, formulates reports, bulletins, and circulars on adult education; makes studies of college and university extension work and prepares reports and bulletins on studies, serves as consultant in adult education and delivers addresses on subject.

Publications: Office of Education publications by L. R. Alderman: Bulletin 1927, No. 18, Public Education of Adults, 1924-26, \$.05; Bulletin 1928, No. 27, Helps for Teachers of Adult Immigrants and Native Illiterates, \$.10; Bulletin 1929, No. 23, Adult Education Activities during the Biennium, 1926-28, \$.05; Bulletin 1930, No. 10, College and University Extension Helps in Adult Education, 1928-29, free; Bulletin 1931, No. 20, Adult Education, Ch. XII, Biennial Survey of Education in the United States, 1928-30, \$.10. List of publications on request.

THE UNITED STATES SOCIETY, 2201 M St., N.W., Washington, D. C., David Lawrence, *chmn.*

Membership 3,025

Program: Distributes free of charge educational material dealing with current happenings and explaining activities of national, state, and local governments, to high school students enrolled in classes in government and history; plan-

ning program of cooperation with adult education organizations.

Publications Uncle Sam's Diary, weekly, Teacher Classroom Service, weekly.

THE UNITED SYNAGOGUE OF AMERICA, Broadway and 122nd St., New York, N. Y., Samuel M. Cohen, *ex. dir.*

Membership 275 congregations

Program Approximately half of member congregations have men's clubs, whose educational activities range from formal study groups to the writing and acting of original dramatic projects; Young People's League of the United Synagogue, comprising 150 organizations, carries on program of debates, discussions, lectures, dramatic performances, and leadership circles interested in directing and guiding adolescent groups, headquarters office issues lists of publications and study helps; members of Women's League of the United Synagogue, comprising some 285 sisterhoods, have book review clubs, child study groups, history study groups, musicales, etc.

VOLTA BUREAU, see American Association to Promote the Teaching of Speech to the Deaf.

WELFARE LEAGUE ASSOCIATION, INC., see Osborne Association.

WORKERS EDUCATION BUREAU OF AMERICA, 1440 Broadway, New York, N. Y., Spencer Miller, Jr., *sec.*

Membership: Affiliated, 604; individuals, 187.

Program Serves as clearing house for information on workers' education; cooperates with trade unions, workers' educational enterprises, public libraries, and educational institutions and agencies in establishing study groups, con-

ferences, summer schools, labor institutes, and radio programs for promotion of adult workers' education; maintains list of teachers qualified for instruction in workers' classes; makes study of textbooks, courses of study, and teaching methods, lends current books on economic and labor problems to trade unions; has broadcast in cooperation with National Advisory Council on Radio in Education series of addresses on labor and the nation; maintains Workers Education Bureau Press, Inc. *Publications:* Beard, Mary, *Short History of the American Labor Movement*, \$.75 (paper), one of sixty books and pamphlets on economics, history, labor problems, etc., published by Workers Education Bureau Press, Inc.; *Workers Education News*, fortnightly news service sent to members and labor press. List of books and pamphlets on request.

WORKMEN'S CIRCLE, Educational Department, 175 East Broadway, New York, N. Y., Philip Gehebter, *ed. dir.*

Membership: 72,000

Program: Carries on broad educational activities among adults, work being conducted both in English and Yiddish; interested in cultivating and developing Jewish national culture and social mindedness; sponsors lectures, open forums, discussions, symposiums, literary evenings, debates on Jewish culture and social problems; fosters choirs, orchestras, amateur dramatic groups, etc.

YOUNG MEN'S CHRISTIAN ASSOCIATIONS OF THE UNITED STATES OF AMERICA, NATIONAL COUNCIL OF, 347 Madison Ave., New York, N. Y., Thomas H. Nelson, *senior ed. sec.*

Membership: 1,000,000; in addition 500,000 participate in program.

Program. Headquarters' offices conduct

studies, assist state and local groups in planning and improving programs, teacher and leadership training and facilitate conferences and institutes; local Y.M.C.A.'s conduct classes and 134 curricular schools (40 degree granting, 44 junior colleges, remainder secondary and technical) enrolling 70,000 annually; in addition 3,000 groups enlist 70,000 annually in informal lecture series, clubs, and discussion groups, not including recreational and Bible study classes; 8,276 forums and 600,000 personal interviews are held annually, chiefly in relation to vocational and educational problems; recent conferences have dealt principally with current social and economic issues, character and religious education, occupational trends, guidance, local groups study current events, young men's problems, orientation to modern science, civics and government, health, art, social issues, life philosophy, group leadership, also conduct special programs for unemployed.

Publications *Free-Time Activities for Unemployed Young Men*, \$.75; *Ventures in Informal Adult Education*, \$1; *Educational Council Bulletin*, \$2.50.

YOUNG MEN'S HEBREW ASSOCIATIONS, see Jewish Welfare Board.

YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS OF THE UNITED STATES OF AMERICA, NATIONAL BOARD OF, 600 Lexington Ave., New York, N. Y., Henrietta Roelofs, *sec. for cooperation with other organizations.*

Membership. 613,957

Program Aims to "develop personality in young women and girls in accord with a Christian character ideal"; membership includes girls and women of widely different ages, social and economic groupings, races, nationalities, and creeds, associated in common effort

to aid in advancement of all vital interests of girls and women; serves as agency for social progress in local communities, national life and international relations; makes studies of women in various environments and professions including women in rural communities, business and professional women, local groups carry on general social and educational programs related to needs of environment, educational activities include series of lectures on topics of

current interest, discussion groups, reading circles, handicraft classes, etc.

Publications· Woman's Press Magazine, monthly, \$2; Herring, Elizabeth B., A Program Book for Women's Groups, \$.50, Quayle, Margaret, As Told By Business Girls, \$1.50; The Bookshelf, issued monthly, \$1.50 per yr. List of publications on request.

YOUNG WOMEN'S HEBREW ASSOCIATIONS, see Jewish Welfare Board.

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